

SIG Form 1–Application Cover Sheet

School Improvement Grant (SIG) Application for Funding

APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: Los Angeles		County/District Code: 19-64501
Local Educational Agency (LEA) Name EL Monte City Elementary School District		LEA NCES Number: 0612090
LEA Address 3540 N. Lexington Ave.		Total Grant Amount Requested \$7,981,102
City El Monte	Zip Code 91731	
Name of Primary Grant Coordinator Oscar Marquez		Grant Coordinator Title Director Student Support Services
Telephone Number (626) 453-3760	Fax Number (626) 442-1063	E-mail Address omarquez@emcsd.org
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Jeff Seymour		Telephone Number (626) 453-3799
Superintendent or Designee Signature		Date June 28, 2010

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at <http://cde.ca.gov/sp/sw/t1/sig10rfa.asp>. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

- ☒ Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)
- ☒ Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)
- ☒ Form 3 Narrative Response
- ☒ Form 4a LEA Projected Budget
- ☒ Form 4b School Projected Budget
- ☒ Form 5a LEA Budget Narrative
- ☒ Form 5b School Budget Narrative
- ☒ Form 6 General Assurances
 - Drug Free Workplace Certification
 - Lobbying Certification
 - Debarment and Suspension Certification
- ☒ Form 7 Sub-grant Conditions and Assurances (three pages)
- ☒ Form 8 Waivers Requested
- ☒ Form 9 Schools to Be Served Chart
- ☐ Form 10 Implementation Chart for a Tier I or Tier II School
- ☒ Form 11 Implementation Chart for a Tier III School, (if applicable)

Additional Pages:

El Monte City School District MOU pages 143-145

Karen Fagan Associates, Inc. MOU pages 146-148

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

[illegible]

SIG Form 2–Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
19 64501	El Monte City Elementary	Jeff Seymour	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	El Monte City Elementary School District
Authorized Executive:	Superintendent
Signature of Authorized Executive	

SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 18 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis

Overview

El Monte City School District (Los Angeles County) submits this application for the School Improvement Grant (SIG) funding on behalf of its five Tier III schools, Columbia (K-8), Cortada (K-6), Durfee (K-8), Gidley (K-8), and Potrero (K-8). Having no Tier I or Tier II schools, the district selected these schools from its seven Tier III schools because these five have already begun implementing intervention strategies as required by their status in Program Improvement (PI) years three, four, and five; the other two Title I schools are in PI Year 1. As these schools implemented program improvement corrective actions and alternative governance or restructuring, they have all worked through the process of using an external provider, Karen Fagan Associates (KFA), to assist site and district staff, parents, and students in analyzing their data and instructional programs to determine just what is needed to increase student achievement in reading and math. Additionally as a Program Improvement Year 3 “light” district (Cohort 2), El Monte City School District (EMCSD) worked with this external provider to analyze district and school programs through a comprehensive needs assessment, develop, and implement a new Local Education Agency Plan Addendum for Corrective Action 6. EMCSD failed to make its 2009 AYP, missing targets in ELA for district-wide, Hispanic, SED, and SWD and in math for Hispanic, SED, EL, and SWD. It has an enrollment of just under 10,000 students with sixteen schools, nine configured as K-6, six as K-8, and one as K-5. It is a declining enrollment district with an overall decline of about eleven percent in the last five years. EMCSD is a high poverty district with 87% of students on free or reduced lunch and an average parent education level of 1.98 (high school). However, the district staff is both committed to improvement and highly stable with many veteran administrators, teachers, and board members with long years of service.

Assessment Process

The assessment tools to determine needs for all five Tier III schools include a thorough analysis of site student achievement data, use of the revised 2009 Academic Program Survey (APS), site validation visits using a classroom observation checklist, monitoring of the schools’ Corrective Action or Alternative Governance/Restructuring Plans, and review of the earlier District Assistance Survey (DAS). Principals and staff first analyze their state summative data for AYP, API, and CELDT to determine school-wide and grade level weaknesses in order to write SMART Goals for the year. The Leadership Teams composed of the principal, assistant principal, and grade/content level leads including teachers who represent ELs and SWDs meet monthly to review grade level analyses of formative assessments in reading and math. This student achievement data and findings are also reviewed in the monthly SSC and ELAC meetings with parents. The external provider along with district administrators facilitated the Academic Program Survey with the Leadership Teams at the five sites both in earlier preparation to write their Corrective Action or Restructuring Plans as well as this year. The nine Essential Program Components of the

APS provide the research base for improvement. Karen Fagan Associates then conducted validation visits of the APS with classroom visits, met with the Leadership Teams to receive their input, and share their findings and recommendations, later submitting them in writing. KFA also completed the ELSSA with Columbia and Potrero the schools with the largest EL populations. Principals brought the results of the APS and validation visits to their SSCs for review and input as they had done previously with their Corrective Action or Alternative Governance/Restructuring Plans. The Leadership Teams of the four schools that have Alternative Governance/Restructuring Plans (Columbia, Durfee, Gidley, and Potrero) meet quarterly with the District School Leadership Team (DSLTL), headed by the Director Student Support Services of State and Federal Projects, to monitor these plans using a formal checklist to track what is completed, partially completed or not completed. In addition, members of the DSLTL are the presidents of the sites' SSC and the District Expanded Cabinet. These checklists are shared with the SSCs and ELACS as part of their PI monitoring process. In building their Corrective Action or Alternative Restructuring Plans, the schools aligned their actions to increase reading and math instruction for all students, especially ELs and SWDs, to the 2009 LEA Plan Addendum based on the needs assessment from the DAS completed when the district was identified as PI Year 3 and given Corrective Action 6.

To begin discussion of the SIG application and the intervention models, on May 6, 2009, the superintendent met with assistant superintendents of instruction and personnel, directors of curriculum and state/federal projects, administrator on assignment, budget manager and analyst, the five principals from the selected schools, and the team from Karen Fagan Associates (KFA). The group reviewed the four reform models, and principals with input from district administrators shared the information listed below on the current status of their schools' reform efforts and remaining needs based on their latest APS, 2009 AYP, and 2009 Base API.

District Adopted Programs

English/Reading Language Arts	Mathematics
Grades K-5 Houghton Mifflin Reading <i>A Legacy of Literacy 2003</i> Grades 6-8 Holt <i>Literature and Language Arts 2003</i> Grades 4-8 Reading Intervention <i>Scholastic Read 180 CA Enterprise 2008</i> <i>Program 5</i> (Gidley, Durfee, Potrero) National Geo/Hampton Brown <i>Inside</i> <i>Language 2008 Program 5</i> (Columbia) Steck-Vaughn <i>California Gateways 2008</i> <i>Program 5</i> (Cortada)	Grades K-5 MacMillan/McGraw Hill <i>California Mathematics 2008</i> Grades 6-8 Holt Rinehart, Winston, <i>California Mathematics 2008 Course 1,</i> <i>Course 2 and Algebra</i> Grades 4-7 Math Intervention Glencoe/McGraw-Hill <i>California Math Triumphs 2008</i> Grade 8 Math Intervention UCLA Mathematics <i>Introduction to Algebra 2008</i>
Professional Development SB472 Reading (for core adoptions only) <i>6+1 Traits of Writing</i> (district provided)	Professional Development SB472 Math (for core adoptions only) Math Coaching Action Learning Systems (Cortada, Gidley)

Implementation Level Indicated in () for APS Components:

4 - Fully (100%) 3 - Substantially (75%) 2 - Partially (50%) 1 - Minimally (>50%)

Columbia ES (K-8, 953 ADA)

PI Status (100% HQT)	AYP Targets Met/Pos. Not Met	Principal Replaced In Last 2 Years	Teachers Replaced	Restruct. School Day	Increased Inst. Time	Instructional Materials Core ERLA Math
Year 5 (frozen) Alt. Gov./ Restruct. Plan in Place	21/21 749 API	Yes 2009-2010	20 teachers 2008- 2010	Added reading & math intervention time over last 2 years	14 minutes added for 2010- 2011	(3+) Need SB472 in rdg./math intrv.
Interven. Program	Pacing	Instruction Time	Prof. Dev.	Collabor. Data Use	Inst. Support	Align. Resources
(3+) Need addl. rdg. intrv. 4-8 materials Rtl Facili- tator	(4) Core and intrv.	(4)	(3) Need addl. SB472 Math, Rdg. Intrv. Data training	(3+) Gr. levels meet 2 X per mo. for rdg. & math Refining testing	(2) √ Reading Coach Need math coaching	(4) All funding aligned to reading and math

Gidley ES (K-8, 647 ADA)

PI Status (100% HQT)	AYP Targets Met/Pos. Not Met	Principal Replaced In Last 2 Years	Teachers Replaced	Restruct. School Day	Increased Inst. Time	Instructional Materials Core ERLA Math
Year 5 Alt. Gov./ Restruct. Plan in Place	21/25 Not Met: ELA Hisp Math Schwide, Hisp, EL 783 API	No	Few	Added reading & math intervention Added sp. ed. collab.	25 mins. added for math intrv. gr. 6-8 20 mins. added to rdg. intrv. gr. K-5	(2) Some use of nonadopted materials Need greater level of implementa- tion
Interven. Program	Pacing	Instruction Time	Prof. Dev.	Collabor. Data Use	Inst. Support	Align. Resources
(2) Need addl. rdg. intrv. 4-8 materials Rtl Facilitator	(3) Need tchr. support	(3) Need tchr. support	(2) Need addl. SB472 Math SB472 Rdg. Intrv.	(2) Gr. levels meet 2 X per mo. for rdg. & math Need training	(1) Need rdg. coach Need math coaching	(3)

Potrero ES (K-8, 1000 ADA)

PI Status (100% HQT)	AYP Targets Met/Pos. Not Met	Principal Replaced In Last 2 Years	Teachers Replaced	Restruct. School Day	Increased Inst. Time	Instructional Materials Core ERLA Math
Year 5 Alt. Gov./ Restruct. Plan in Place	12/17 Not Met: ELA Schwide, Hisp, SED Math Schwide, Hisp 710 API	Yes 2009-2010	12 teachers 2008- 2010	Added reading & math intervention Added sp. ed. collab.	10 minutes added for 2010- 2011	(3) Need curriculum calibration
Interven. Program	Pacing	Instruction Time	Prof. Dev.	Collabor. Data Use	Inst. Support	Align. Resources
(3) Need addl. rdg. intrv. 4-8 Rtl Facilitator	(2) Need training for pacing	(3+) Adding time next year	(3) Need addl. SB472 Math SB472 Rdg. Intrv.	(3) Gr. levels meet 2 X per mo. for rdg. & math Designing assess.	(2) √ Reading Coach Need Math Coach	(4) All funding aligned to reading and math; dist. funds 2 intrv. tchrs.

Durfee ES (K-8, 853 ADA)

PI Status (100% HQT)	AYP Targets Met/Pos. Not Met	Principal Replaced In Last 2 Years	Teachers Replaced	Restruct. School Day	Increased Inst. Time	Instructional Materials Core ERLA Math
Year 4 Alt. Gov./ Restruct. Plan in Place	19/21 Not Met: Math SED, EL 773 API	Yes 2008-2009	19 teachers 2009- 2010	Added reading, ELD for "3's" & math intervention	14 minutes added for 2010- 2011	(2) Some use on nonadopted materials Need greater level of implement.
Interven. Program	Pacing	Instruction Time	Prof. Dev.	Collabor. Data Use	Inst. Support	Align. Resources
(2) Need addl. rdg. intrv. materials Reading Teacher	(1) Need training and support for pacing	(2) Need common daily schedules	(2) Need addl. SB472 Math SB472 Rdg. Intv.	(2) Gr. levels meet 2 X per mo. for rdg. & math Need training	(2) √ Reading Coach Need Math Coach	(4)

Cortada ES (K-6, 552 ADA)

PI Status (100% HQT)	AYP Targets Met/Pos. Not Met	Principal Replaced	Teachers Replaced	Restruct. School Day	Increased Inst. Time	Instructional Materials Core ERLA Math
Year 3 Corrective Action Plan in Place	15/21 Not Met: ELA Schwide, Hisp Math Schwide, Hisp,SED, EL 722 API	No	7 teachers 2008- 2010	Added block for leveled reading gr. 1-6	Increased leveled reading time with 45 min. block gr. 1-6	(2) Need greater level of implement.
Interven. Program	Pacing	Instruction Time	Prof. Dev.	Collabor. Data Use	Inst. Support	Align. Resources
(2) Need Reading Teacher gr. 4-6 Rtl Facilitator	(2+) Need training for pacing and common daily schedules	(2) Partial implem. K- 6 rdg. and math	(4) Need SDAIE training & math training	(3) Gr. levels meet 2 X per mo. for rdg. & math Need training	(1) Need Reading Coach Need Math Coach	(3)

Completion of SB 472 ELA and Math

School	Number of Teachers	% SB472 ELA (Core)	% Practicum 80 hours	% SB472 Math (Core)	% Practicum 80 hours
Columbia	37	73%	0	75%	0
Cortada	21	100%	0	100%	0
Durfee	40	3%	0	90%	0
Gidley	23	61%	0	78%	1
Potrero	35	91%	0	89%	0

As the team reviewed the four models and the current reform efforts in place or planned for next year, they found that some sites had already implemented many of the components of the Turnaround and Transformation Models. For instance, three schools (Columbia, Durfee, and Potrero) had replaced the principals within the last two years. Three sites (Columbia, Durfee, and Potrero) had significant replacement of teachers in the last two years from thirty to fifty percent because of district closing two schools last year, its declining enrollment, and forced increases to class size due to budget reductions. All of the schools, especially those four with schedules for grades 7-8, increased their instructional time and restructured their school day to provide strategic and intensive reading and math interventions as part of the PI Year 4 plans. They further reviewed the SIG application and

found that the district could choose to implement other specific improvement activities for its Tier III schools, setting challenging student achievement targets. The district recently had all schools complete a Comprehensive Accountability Plan that included annual student achievement goals for 2009-2010, 2010-2011, and 2011-2012 and actions to implement the Ten School Effectiveness Indicators: Written Curriculum, Instructional Program, Student Assessment, School Leadership, Strategic Planning, Professional Development, Student Connectedness, Engagement, Readiness, School Environment, Family and Community Involvement, and District Support. Given the comprehensiveness of these Accountability Plans coupled with the five schools' current Alternative Governance/ Restructuring or Corrective Action Plans, the team wanted to use the improvement actions in these documents plus the components from the Turnaround and Transformation Models already in place as their reform strategies for this SIG application. They all agreed that principals would meet with their respective Leadership Teams, SSCs, and ELACs within the next two weeks (5/10-5/20) to review the SIG application, determine current status of improvement efforts, and solicit input. Some had already met with their stakeholders.

The Director Student Support Services discussed with the group his plans to conduct a parent survey with the DELAC on May 20 and use this opportunity to review the SIG application and solicit parent input. He also discussed with the group the next DSLT meeting on May 24 and arranged for each principal to bring their SSC parent president, PTA president, and two Key Communicators, parents from each site who meet monthly with the superintendent. Plans were made to discuss the components of the SIG grant and have the five principals facilitate the discussion of the current reform efforts at their sites and collect input for determining improvement strategies for the SIG application.

The following findings resulted from the sites' SSC, ELAC, and staff meetings and from the DSLT and district ELAC meetings held in May:

- Use of SBE programs and materials: Schools have and implement the appropriate core ERLA and math materials except for additional reading intervention materials needed to serve all appropriate students. Most teachers need additional training and support through coaching to fully implement all these adoptions.
- Curriculum pacing and instructional time: Schools have pacing guides but some teachers and principals need training to better implement and monitor their use. Most schools have the required instructional time for reading and math, but some need better monitoring of the use of this time through principal and teacher training.
- Professional development and instructional support: Several schools have high levels of SB472 training except for training in reading and math intervention programs. All untrained teachers and those teaching these intervention classes need this training. Three sites have reading coaches, but the other two need reading coaches. All five schools need math coaches. All need a rigorous coaching model with training for lesson planning, demonstration lessons, co-planning, co-teaching, observation, and feedback.
- Collaboration and capacity to develop, access, and use data: All sites have the appropriate time built-in their weekly schedules for collaboration with grade/content level peers. All sites have access and are trained to use the data collection system, Educators Assessment and Data Monitoring System (EADMS). Teachers need

additional training and support to develop additional short cycle formative assessments using the standards-based item bank in EADMS (INSPECT) and in how to use a data analysis protocol to analyze data and determine the appropriate instructional response.

- Alignment of fiscal resources: Since the district is identified PI Year 3, each site is carefully monitored to use all general and categorical funding to support reading and math. Columbia and Durfee use Title I funds for reading coaches, and Potrero has a reading coach paid from district Title I funds. Columbia uses Title I funds for a math intervention teacher, and the district funds out of Title I one math and one reading intervention teacher for Potrero. The district also funded site licenses for the *Read 180 CA Enterprise* programs adopted at Durfee and Gidley. All sites and the district use Title I funding to support reading intervention programs. Next year all sites will have an Outreach Counselor from SB65 to support at risk students. Next year the district is providing the AVID program at each K-8 school to better academically support the strategic learners. Even with these fiscal resources aimed at student achievement, there is a need for additional funding for site coaching, additional materials and teachers for reading and math intervention, and closer district targeted support for principals to effectively implement and monitor improvement efforts.
- Staff effectiveness: While all schools have 100% HQT teachers having subject matter knowledge with principals trained to appropriately assign these teachers and the average years of teacher experience at these schools ranges from 13 to 17 years, there is still a need to continue effective professional development and strengthen its effectiveness including SB472 and strategies for direct instruction, differentiation of instruction (Universal Access), SDAIE, and RtI. Additionally, principals need ongoing coaching and mentoring to support their work as change agents and instructional leaders.

All input from parents, staff, and district administrators echoed the common concern that these five schools not take on additional initiatives that are contrary to what the district and sites have initiated through the review of the APS, DAS, and student achievement. All stakeholders felt that the initiatives found in the LEA Plan Addendum and site Alternative Governance/Restructuring or Corrective Action Plans were well-planned, matched district and school needs, and were in their initial stages of implementation.

ii. Selection of Intervention Models

The five Tier III schools selected various intervention models based on their current needs as listed above. Principals and district administrators along with their external provider used this process to select interventions:

- Principals met with SSCs, ELACS, and Leadership Teams and discussed current progress on their Alternative Governance/Restructuring or Corrective Action Plans. (April and May)
- Principals discussed with these stakeholders current needs based on results from the new Academic Program Survey, site validation classroom visits, student achievement data, and actions partially or not completed from the Alternative Governance/Restructuring or Corrective Action Plans. (April and May)
- Principals reviewed the components of the four intervention models and elements of the SIG with these stakeholders. (April and May)
- Principals discussed the four intervention models and received input from their teams

as to which components were appropriate to meet the needs of their schools from the APS, student achievement data, and action plans. (April and May)

- Principals brought their SSC and PTA presidents, their two Key Communicators (who meet monthly with the superintendent), and their Leadership Teams to the DSLT, also attended by the superintendent and his extended cabinet. (May 24)
- At the DSLT, the components of the four models were discussed. Principals facilitated discussions with their site members to collect input and determine which model or components of a model would meet their school's needs. (May 24)
- All of the five groups reported that they were not supportive of the School Closure or Restart Models since the district had already closed two schools a year ago due to low enrollment. Several of the five schools had their boundaries changed and had absorbed students and staff from these closed schools. These statements were consistent with the input from the site meetings held earlier in May. (May 24)
- Stakeholders from the five schools indicated they wanted to use components from the Turnaround and/or Transformation Models and align them with completed and proposed actions in their Alternative Governance/Restructuring or Corrective Action Plans. (May 24)
- The five site teams reviewed their needs and selected these intervention components from the Turnaround and/or Transformation Models as described in the charts below. (May 24)

Columbia ES: Needs from APS, Student Achievement, CHKS	Selected Interventions: Turnaround/Transformation Models
<ul style="list-style-type: none"> • Replace principal (completed September 2009) 	Replace the principal and grant the new principal sufficient operational flexibility to implement fully and effectively a comprehensive approach in order to substantially improve student achievement outcomes
<ul style="list-style-type: none"> • Hire more effective teachers 	20 teachers replaced over last two years
<ul style="list-style-type: none"> • Improve consistency, quality, and effectiveness of implementation of RLA and math core and intervention programs • Improve use of data by PLCs to make instructional decisions • Monitor and provide targeted instruction for students not proficient 	Adopt a new governance structure by hiring a district level Turnaround Leader (20% FTE) to monitor and support new site principal and staff with weekly classroom observations, principal coaching for effective instruction and providing feedback, monitoring use of assessments, PLCs and student progress, monitoring implementation of core, intervention programs, and professional development
<ul style="list-style-type: none"> • Provide increased learning time for students in intervention • Provide AVID 	Establish schedules and implement strategies that provide increased learning time

Columbia ES: Needs from APS, Student Achievement, CHKS	Selected Interventions: Turnaround/Transformation Models
<ul style="list-style-type: none"> • Increase student learning and proficiency in RLA and math • Fully Implement a Response to Intervention(Rtl) System of Support schoolwide • Provide Rtl Facilitator • Provide training to develop common formative, short cycle assessments 	<p>Promote continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students</p>
<ul style="list-style-type: none"> • Provide additional classes and materials for students needing reading intervention 	<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade level to the next including state adopted ELA and math programs for core and intervention.</p>
<ul style="list-style-type: none"> • Continue support from the Reading Coach • Provide a Math Coach • Provide SB 472 reading and math for untrained teachers and for reading and math intervention adoptions • Provide expert content support to teachers and coaches 	<p>Provide staff ongoing, high quality, job-embedded professional development that is aligned with school's comprehensive instructional program to support teachers in implementation of the reading and math core and intervention programs</p>
<ul style="list-style-type: none"> • Increase students' connection to school (Data from CA Healthy Kids Survey, CHKS) 	<p>Provide appropriate social-emotional support for students</p>
<ul style="list-style-type: none"> • Support staff for greater level of program implementation for sustainability using an external provider 	<p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization</p>
Gidley ES: Needs from APS, Student Achievement, CHKS	Selected Interventions: Turnaround/Transformation Models
<ul style="list-style-type: none"> • Improve consistency, quality, and effectiveness of implementation of RLA and math core and intervention programs • Improve use of data by PLCs to make instructional decisions • Monitor and provide targeted instruction for students not proficient 	<p>Adopt a new governance structure by hiring a district level Turnaround Leader (20% FTE) to monitor and support new site principal and staff with weekly classroom observations, principal coaching for effective instruction and providing feedback, monitoring use of assessments, PLCs and student progress, monitoring implementation of core, intervention programs, and professional development</p>

Gidley ES: Needs from APS, Student Achievement, CHKS	Selected Interventions: Turnaround/Transformation Models
<ul style="list-style-type: none"> • Provide increased learning time for students in intervention • Provide AVID 	Establish schedules and implement strategies that provide increased learning time
<ul style="list-style-type: none"> • Increase student learning and proficiency in RLA and math • Fully Implement a Response to Intervention(Rtl) System of Support schoolwide • Provide training to develop common formative, short cycle assessments 	Promote continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students
<ul style="list-style-type: none"> • Provide additional classes and materials for students needing reading intervention 	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade level to the next including state adopted ELA and math programs for core and intervention
<ul style="list-style-type: none"> • Provide a Reading Coach • Provide a Math Coach • Provide SB 472 reading and math for untrained teachers and for reading and math intervention adoptions • Provide expert content support to teachers and coaches 	Provide staff ongoing, high quality, job-embedded professional development that is aligned with school's comprehensive instructional program to support teachers in implementation of the reading and math core and intervention programs
<ul style="list-style-type: none"> • Increase students' connection to school (Data from CA Healthy Kids Survey, CHKS) 	Provide appropriate social-emotional support for students
<ul style="list-style-type: none"> • Support staff for greater level of program implementation for sustainability using an external provider 	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization
Potrero ES: Needs from APS, Student Achievement, CHKS	Selected Interventions: Turnaround/Transformation Models
<ul style="list-style-type: none"> • Replace principal (completed September 2009) 	Replace the principal and grant the new principal sufficient operational flexibility to implement fully and effectively a comprehensive approach in order to substantially improve student achievement outcomes
<ul style="list-style-type: none"> • Hire more effective teachers 	12 teachers replaced over last two years
<ul style="list-style-type: none"> • Provide increased learning time for students in intervention • Provide AVID 	Establish schedules and implement strategies that provide increased learning time

Potrero ES: Needs from APS, Student Achievement, CHKS	Selected Interventions: Turnaround/Transformation Models
<ul style="list-style-type: none"> • Improve consistency, quality, and effectiveness of implementation of RLA and math core and intervention programs • Improve use of data by PLCs to make instructional decisions • Monitor and provide targeted instruction for students not proficient 	<p>Adopt a new governance structure by hiring a district level Turnaround Leader (20% FTE) to monitor and support new site principal and staff with weekly classroom observations, principal coaching for effective instruction and providing feedback, monitoring use of assessments, PLCs and student progress, monitoring implementation of core, intervention programs, and professional development</p>
<ul style="list-style-type: none"> • Increase student learning and proficiency in RLA and math • Fully Implement a Response to Intervention(Rtl) System of Support schoolwide • Provide Rtl Facilitator • Provide training to develop common formative, short cycle assessments 	<p>Promote continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students</p>
<ul style="list-style-type: none"> • Provide additional classes and materials for students needing reading intervention 	<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade level to the next including state adopted ELA and math programs for core and intervention.</p>
<ul style="list-style-type: none"> • Continue support from the Reading Coach • Provide a Math Coach • Provide SB 472 reading and math for untrained teachers and for reading and math intervention adoptions • Provide training in Direct Instr. in math and Differentiated Instruction ELA for EL and SWDs • Provide training from Data Works for calibration to standards 	<p>Provide staff ongoing, high quality, job-embedded professional development that is aligned with school's comprehensive instructional program to support teachers in implementation of the reading and math core and intervention programs</p>
<ul style="list-style-type: none"> • Increase students' connection to school (Data from CA Healthy Kids Survey, CHKS) 	<p>Provide appropriate social-emotional support for students</p>
<ul style="list-style-type: none"> • Support staff for greater level of program implementation for sustainability using an external provider 	<p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization</p>

Durfee ES: Needs from APS, Student Achievement, CHKS	Selected Interventions: Turnaround/Transformation Models
<ul style="list-style-type: none"> • Replace principal (completed September 2008) 	Replace the principal and grant the new principal sufficient operational flexibility to implement fully and effectively a comprehensive approach in order to substantially improve student achievement outcomes
<ul style="list-style-type: none"> • Hire more effective teachers 	19 teachers replaced over last year
<ul style="list-style-type: none"> • Provide increased learning time for students in intervention • Provide AVID 	Establish schedules and implement strategies that provide increased learning time
<ul style="list-style-type: none"> • Improve consistency, quality, and effectiveness of implementation of RLA and math core and intervention programs • Improve use of data by PLCs to make instructional decisions • Monitor and provide targeted instruction for students not proficient 	Adopt a new governance structure by hiring a district level Turnaround Leader (20% FTE) to monitor and support new site principal and staff with weekly classroom observations, principal coaching for effective instruction and providing feedback, monitoring use of assessments, PLCs and student progress, monitoring implementation of core, intervention programs, and professional development
<ul style="list-style-type: none"> • Increase student learning and proficiency in RLA and math • Fully Implement a Response to Intervention(Rtl) System of Support schoolwide • Provide Rtl Facilitator • Provide training to develop common formative, short cycle assessments 	Promote continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students
<ul style="list-style-type: none"> • Provide additional classes and materials for students needing reading intervention • Hire reading intervention teacher 	Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade level to the next including state adopted ELA and math programs for core and intervention
<ul style="list-style-type: none"> • Provide a Reading Coach • Provide a Math Coach Stipend • Provide SB 472 reading and math for untrained teachers and for reading and math intervention adoptions • Provide expert content support to teachers and coaches • Provide Direct Instruction training in Math 	Provide staff ongoing, high quality, job-embedded professional development that is aligned with school's comprehensive instructional program to support teachers in implementation of the reading and math core and intervention programs

Durfee ES: Needs from APS, Student Achievement, CHKS	Selected Interventions: Turnaround/Transformation Models
<ul style="list-style-type: none"> • Increase students' connection to school (Data from CHKS) • Support staff for greater level of program implementation for sustainability using an external provider 	<p>Provide appropriate social-emotional support for students</p> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization</p>
Cortada ES: Needs from APS, Student Achievement, CHKS	Selected Interventions: Turnaround/Transformation Models
<ul style="list-style-type: none"> • Improve consistency, quality, and effectiveness of implementation of RLA and math core and intervention programs • Improve use of data by PLCs to make instructional decisions • Monitor and provide targeted instruction for students not proficient 	<p>Adopt a new governance structure by hiring a district level Turnaround Leader (20% FTE) to monitor and support new site principal and staff with weekly classroom observations, principal coaching for effective instruction and providing feedback, monitoring use of assessments, PLCs and student progress, monitoring implementation of core, intervention programs, and professional development</p>
<ul style="list-style-type: none"> • Provide increased learning time for students in intervention 	<p>Establish schedules and implement strategies that provide increased learning time</p>
<ul style="list-style-type: none"> • Increase student learning and proficiency in RLA and math • Fully Implement a Response to Intervention(Rtl) System of Support schoolwide • Provide Rtl Facilitator • Provide training to develop common formative, short cycle assessments 	<p>Promote continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students</p>
<ul style="list-style-type: none"> • Provide additional classes and materials for students needing reading intervention • Hire reading intervention teacher 	<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade level to the next including state adopted ELA and math programs for core and intervention</p>
<ul style="list-style-type: none"> • Provide a Reading Coach • Provide a Math Coach • Provide SB 472 reading and math for untrained teachers and for reading and math intervention adoptions • Provide expert content support to teachers and coaches 	<p>Provide staff ongoing, high quality, job-embedded professional development that is aligned with school's comprehensive instructional program to support teachers in implementation of the reading and math core and intervention programs</p>

Cortada ES: Needs from APS, Student Achievement, CHKS	Selected Interventions: Turnaround/Transformation Models
<ul style="list-style-type: none"> Provide Direct Instruction for math, ELD/SDAIE training and coaching, and HM coaching and co-teaching 	Provide staff ongoing, high quality, job-embedded professional development that is aligned with school's comprehensive instructional program to support teachers in implementation of the reading and math core and intervention programs
<ul style="list-style-type: none"> Increase students' connection to school (Data from CA Healthy Kids Survey, CHKS) 	Provide appropriate social-emotional support for students
<ul style="list-style-type: none"> Support staff for greater level of program implementation for sustainability using an external provider 	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization
<ul style="list-style-type: none"> On May 27, the EMCS D board of trustees held their meeting to review the SIG application, provide opportunity for public input, and approved it for filing with CDE. 	
iii. Demonstration of Capacity to Implement Selected Intervention Model	
<p>The current systems of accountability in place in EMCS D will provide the resources necessary to fully implement the intervention models at the five schools. These systems of accountability will ensure principals and sites effectively implement improvement actions.</p> <ul style="list-style-type: none"> Class walkthroughs at all sites three times a year by the superintendent and assistant superintendent of instructional services Compelling Conversations with the superintendent, assistant superintendent, and each principal held three times a year to discuss site student achievement data Annual evaluations of the principals by the superintendent using nine areas of performance including Written Curriculum, Instructional Program, Student Assessment, Student Connectedness and Engagement, and Family/Community Involvement Monitoring by the assistant superintendent and the director student support systems of the sites' Accountability Plans and Alternative Governance/Restructuring or Corrective Action Plans Monitoring by the director student support systems and budget manager of appropriate and dedicated use of categorical funds including SIG funding Monitoring by the sites' SSCs and ELACs and DSLT of the PI and SIG action plans Ongoing monthly monitoring and annual program evaluation of SIG action plans and appropriate use of SIG funds by the external provider, Karen Fagan Associates 	
<p>District and site resources through SIG and categorical funding will provide these major interventions at the five sites.</p>	
<ol style="list-style-type: none"> Recruit and hire a district level Turnaround Leader using SIG funds for the five schools to monitor and support site principal and staff through these activities <ul style="list-style-type: none"> Weekly campus visits with classroom walkthroughs Weekly meetings with principal to provide support and principal coaching Overseeing the analysis and use of assessment data to make instructional decisions Monitoring the implementation of the core ELA and math programs Monitoring the implementation of the RLA and math strategic support and Intensive 	

- Intervention programs
- Monitoring the correct placement of all students needing additional support including SWD and EL students
2. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade level to the next
 - Implement fully grades 4-8 intervention RLA programs serving all identified intensive students including SWD and EL students who should be appropriately served
 - Purchase additional components of reading intervention program as required for each school using SIG funds
 3. Provide staff ongoing, high quality, job-embedded professional development that is aligned with school's comprehensive instructional program to support teachers in implementation of the reading and math core and intervention programs
 - Continue to provide a Reading Coach through site or district Title I funds at Columbia and Potrero to support a full implementation of the adopted programs through observation of classroom instruction, modeling lessons, planning lessons, conferencing with teachers and providing feedback
 - Recruit, hire, and train Reading Coaches for Cortada, Durfee and Gidley using Sig funds to support the full implementation of the adopted programs through observation of classroom instruction, modeling lessons, planning lessons, conferencing with teachers and providing feedback
 - Provide teachers and the RLA coach SB 472 professional development in the new RLA Intervention program using SIG funds
 - Provide untrained teachers SB 472 professional development (using SIG funds) in the core grades K-5 RLA Houghton Mifflin and grades 6-8 Holt programs with 80 hours of practicum monitored by the director of curriculum and instruction
 - Recruit, hire, and train Math Coaches for all five schools using Sig funds to support the full implementation of the adopted programs through observation of classroom instruction, modeling lessons, planning lessons, conferencing with teachers and providing feedback
 - Provide untrained teachers SB 472 training (using SIG funds) in the new math core adoptions grades K-5, MacMillan/McGraw-Hill, California Mathematics; grades 6-7, Holt California Mathematics Course 1 and 2; grade 8, Holt California Mathematics Algebra with 80 hours of practicum that are monitored by the director of curriculum and instruction
 - Contract with an external provider (Action Learning Systems) using SIG funds to provide on-going on-site modeling, demonstration lessons and support for coaches and teachers for full implementation of the SBE adopted programs
 4. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students
 - Provide all staff Rtl training and follow up consultation (KFA, using SIG funds) to ensure school has a system in place to be responsive to student instructional needs
 - Continue expansion and support by director of special education and staff of the district's program of inclusion for special education students at each site through SAIL, Specialized Academic Instruction Lab
 - Provide professional development for teachers (using SIG funds) to effectively use the new EADMS system and in data teams to develop short cycle formative

assessments and effectively use them for analysis to provide timely and appropriate intervention

- Schedule and conduct training for teachers in differentiated instruction using the three district content experts, TOSAs, in ELA, math, and EL
5. Fully implement a schoolwide Response to Intervention (Rtl) System of Support
- Train principal, leadership and staff in core values and principles of Rtl using SIG funds and KFA
 - Build a system of response for students not responding to core instruction in ELA and math with an Rtl team, student referral process and a system of strategic and intensive interventions to meet all students' needs.
 - Hire an Rtl Facilitator using SIG funds for each school to coordinate the site Rtl team to match student needs to school resources and support teachers in monitoring, collecting and analyzing data in RLA and math
 - Organize data to be used for compelling conversations and grade level meetings
 - Use diagnostic entry and exit criteria and assessments, formative assessments, district benchmarks, CELDT data for EL students.
 - Monitor the progress of SWD students to ensure correct placement in RLA and math classes in the least restrictive setting
 - Support strategic learners with the implementation of a new AVID program at the four K-8 (using district funds) designed to provide tutorials, weekly binder, notebook and academic checks
6. Provide appropriate social-emotional support for students (district funding)
- Provide each site an Outreach Counselor through SB 65 Pupil Motivation and Maintenance Grant funding
 - Institute a positive achievement program recognizing students with medals for proficient and advanced status, most improved, honor roll, reading improvement
 - Create a positive school behavior system with consistent expectations class to class
 - Decrease the suspensions and expulsions as a result of higher learning expectations
 - Purchase software to track student behavior issues and interventions
 - Begin a character education program

iv. Recruitment, Screening, and Selection of External Providers

When the Superintendent and other district personnel decided to apply for the SIG funding, they looked to their current external provider, Karen Fagan Associates, Inc. (KFA), as the obvious choice for assistance given its track record of successful services to EMCSD since 1998. KFA, Inc. has existed for over 15 years, and has successfully met district and school needs in over 20 LEAs in California. KFA has 12 Associates, 90% of whom have been successful site and/or district administrators. Two KFA Associates have held responsible positions at the California Department of Education (CDE). Two are recognized English Learner (EL) experts. KFA's Associates also include research and evaluation experts, who are skilled in data reporting and disaggregation, data analysis, training, and use of data for instructional effectiveness. Several KFA Associates are experienced in developing responses to Program Improvement mandates, effective program implementation of the Academic Program Survey, building Professional Learning Communities, and developing Rtl systems. The KFA team also includes former SAIT and DAIT leads and successful

college supervisors of new teachers and administrators.

In EMCSO, KFA, Inc. works directly with the Director of Student Support Services, who is also in charge of State and Federal Projects, along with the Superintendent and his extended cabinet. Annually KFA provides oral and written reports to be shared with the local Board of Education, describing district student achievement data from STAR and CELDT assessments, including progress on the state (API) and federal (AYP) accountability systems. KFA provides comprehensive district and site data reports including training for district and site staff in data analysis and understanding of the assessments. Since EMCSO does not have the capacity to provide this kind of comprehensive student achievement data reports, it has relied on KFA to supply these documents and training. During these past years of assistance by KFA, nine of the district's sixteen schools have not entered PI while many schools in surrounding districts have entered and remain in program improvement.

As Potrero and Columbia schools moved into Program Improvement Year 4 in 2006, Karen Fagan Associates was hired by the district to work with these sites to develop and implement the required mandates. They met with these Leadership Teams to understand the requirements of PI Year 4, use the APS tool to determine weaknesses and strengths, choose option five (other restructuring), and develop their Alternative Governance/Restructuring Plans that were then approved by the SSCs and local board. KFA uses annual site classroom visitations to validate the APS findings and provides oral and written feedback and recommendations to the sites. These written reports such as the APS Checklist support the district and principals in holding themselves accountable for specific improvements. From that point KFA conducted District School Leadership quarterly meetings with the two schools' Leadership Teams plus the presidents of the sites' SSC and the District Expanded Cabinet. Eventually joining the schools in Year 4 PI and attending the DSLT were Gidley and Durfee. At the DSLTs the KFA team trained staff and monitored their progress through these activities:

- Annually reviewed and analyzed sites' CST and CELDT data
- Provided student achievement data for ELs and planned instructional strategies
- Conducted the ELSSA with teams and planned goals for monitoring progress
- Conducted the LRE with teams and developed action plans for the sites to build greater collaboration with special and general educators
- Conducted the Dufour PLC survey, "Cultural Shifts," to build more effective data analysis teams who respond quickly when students do not learn
- Trained teams to implement effective components for PLCs
- Prioritize professional development activities
- Reviewed and realigned district benchmark assessments
- Assisted principals in planning and implementing reading and math intervention programs
- Developed the Alternative Governance/Restructuring Checklists for each school and conducted a monitoring process for next steps and to determine what sites needed from the district and KFA
- Aligned the High Priority School Grants Plans with sites' Alternative Governance/Restructuring or Corrective Action Plans

As the district entered PI Year 3, KFA trained the DSLT in these requirements and assisted the district with a comprehensive needs assessment using the DAS. Results of the DAS were shared with the DSLT for their input that was used in the development of the LEA Plan Addendum completed in spring 2009 with technical assistance by KFA. The Addendum was approved by the local board and submitted to CDE who accepted the plan without requiring any revisions. The DSLT continues to monitor the action steps in the Addendum using a checklist prepared by KFA.

One other external provider has worked with Cortada this past year, Action Learning Systems (ALS) supporting math instruction. ALS recently provided the SB 472 training in the new math adoptions for the district, and teachers were most pleased with what they learned. The principal of Cortada requested additional support from ALS for all her teachers including lesson modeling, coaching on lesson planning with individual teachers, and co-teaching. The principal and teachers have shared their success with staffs from Gidley, Columbia, Durfee, and Potrero who also want to use this provider for math and reading instructional support to teachers. A plan is being developed with ALS to provide these services to sites and coaches for next year.

v. Alignment of Other Resources with the Selected Intervention Models

EMCSD provides these resources that align to the components from the selected intervention models to the five Tier III sites.

- Provide SBE adopted K-8 instructional programs and materials in ERLA and math including core and intervention materials as found on page 7, ERLA core \$250,000, ERLA reading interventions \$150,000, math core \$300,000 and math interventions \$100,000, annual replacement costs \$100,000, categorical block grant and PI Year 3 District Corrective Actions funding
- Data collection system for collection, analysis, and reports for state and local assessments to monitor student achievement, EADMS, annual contract \$30,000 Title II
- Local district formative assessments in ELA and math to monitor student achievement, annual contract Intel-Assess Item Bank \$21,000, development \$15,000 Title II, and printing \$10,000 General Fund
- Printing of pacing guides to provide teachers with a consistent and cohesive grade level curriculum \$3,000 Title I
- Reading and math intervention teachers grades 7-8 provided in regular staff allocations except: Columbia 1 math intervention teacher \$73,000 site Title I; Potrero 1 math intervention teacher \$73,000 and 1 reading intervention teacher \$73,000 both from district Title I
- Reading coaches provided: Durfee \$73,000 site Title I; Columbia \$73,000 site Title I; Potrero \$73,000 district Title I
- District TOSAs, 1 ELD, 1 ELA, 1 Math, 1 special education, provide teachers of reading/language arts and mathematics classroom support and modeling of effective instructional practices in reading, mathematics, English Learners, and special education, \$300,000 district EIA, Title I, Title II
- District provided SB472 Professional Development in new math adoption for 143 teachers summer 2009, \$220,000 PI Year 3 District Corrective Actions funding and

categorical block grant

- Provide 4.25 hours daily instruction in reading intervention for 4-7 grade students through the summer Reading Academy \$150,000 ELAP
- Provide 2 hours daily instruction in mathematics and pre-algebra for 6-7 grade students through the summer Math Academy \$75,000 Title I
- Provide AVID programs at Columbia, Durfee, Gidley, and Potrero including training eight teachers at AVID summer institute, and providing AVID classes at grades 7 and 8, \$200,000 district general fund
- Provide Outreach Counselor to support students' socio-emotional needs \$250,000 SB 65 Pupil Motivation and Maintenance Grant
- Provide inclusion model for special education students using SAIL (Specialized Academic Instruction Lab) and collaboration model between general and special educators at five sites using regularly-allocated staff \$1,275,000 General and Special Education funding

vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

As a Program Improvement Year 3 "light" district (Cohort 2), in spring of 2009, El Monte City School District used the services of Karen Fagan Associates as an external provider to analyze district and school programs through a comprehensive needs assessment and develop a new Local Education Agency Plan Addendum for Corrective Action 6. The SBE did not identify the district as requiring a DAIT, only technical assistance. However, through the needs assessment process using the seven DAIT Standards and the DAS, EMCSD identified these five High Leverage Actions necessary to increase student achievement for incorporation into their LEA Plan Addendum:

- 1. Implement SBE Corrective Action 6, *"Institute and fully implement a new curriculum that is based on state academic content and achievement standards, including providing appropriate professional development based on scientifically-based research for all relevant staff that offers substantial promise of improving educational achievement for high priority pupils."***
- 2. Provide all students full access to the core curriculum in reading/English language arts and mathematics including strategic intervention for all students within two years of grade level and intensive intervention for all students two or more years below grade level.** This includes using assessments to appropriately place, monitor, and exit English Learners, Students with Disabilities, and all underperforming students in interventions by providing specific additional instructional time according to EPC 2 and fully using district wide adopted intervention programs. English Learners will receive structured ELD instruction for 45 minutes at K-5 and through an additional class period as appropriate to their needs at grades 6-8. Master schedules for grades 7-8 will be revised to include additional instructional periods to meet the needs of all students scoring more than two years below grade level. The district will use of an inclusion model for the delivery of special education.
- 3. Provide all district staff professional development for the new mathematics and current RLA adoptions with follow-up through site coaching (teachers and principals) and monitoring to support full implementation with emphasis on building PLCs consistently and fully functioning at all sites.** All teachers and district and site administrators will participate in professional development designed to support Corrective Action #6, implementation of 2007 Mathematics and 2008 RLA adoptions,

including SB472 ELPD. All professional development is accurately tracked by the district database maintained by Instructional Services including required follow-up practicum hours.

4. **Increase the degree and quality in the use of data and the district data system through an intensive professional development program to include increasing teachers' and administrators' abilities to navigate the system, generate reports, disaggregate data, and produce and score standards-aligned assessments.** The district will review and revise district benchmark and curriculum-embedded assessments to ensure full alignment to grade level ELA and mathematics standards and pacing guides. District administrators and all sites will receive structured, systematic professional development in the collaborative group process (Professional Learning Communities, PLC) of analyzing assessment data leading to instructional responses designed to increase student achievement with site administrators monitoring the process to insure full implementation of tasks involved.
5. **Hold all district office and site staff accountable for increased student achievement in reading/English language arts and mathematics.** A system of accountability will be established with clearly stated staff responsibilities for attaining specific student achievement goals through increased monitoring of the instructional program implementation with continued site and classroom visits to monitor full implementation of the curriculum and nine EPCs. To monitor the success of these efforts district and site staff will participate in on-going analyses of student assessment data. Accountability requirements for all district and site administrators and certificated staff will be outlined, monitored and communicated to all including parents and community.

To ensure consistency, coherence, and sustainability of the district's improvement efforts, EMCSO determined that all SIG activities described in this application must align with the five high leverage actions stated above, thus requesting that Karen Fagan Associates provide technical assistance in writing this grant. Through continued assistance by this external provider, all SIG activities fully align to the actions defined in our LEA Plan Addendum.

vii. Modification of LEA Practices or Policies

The selection of the specified components from the Turnaround and Transformation Models do not require any modification of LEA practices or policies. EMCSO currently provides additional monetary and personnel support to the five Tier III schools since they are in years three, four, and five of Program Improvement.

viii. Sustainment of the Reforms after the Funding Period Ends

The district is applying for the waiver to extend the funding to September 30, 2013.

In order to sustain the reforms after the SIG funding ends, the district will continue to hold principals and teachers accountable for student achievement and pledges to support them through allocating funds, personnel, and time to continue the practices outlined in its High Leverage Actions as a PI Year 3 District.

1. **Implement SBE Corrective Action 6, "Institute and fully implement a new curriculum that is based on state academic content and achievement standards, including providing appropriate professional development based on**

scientifically-based research for all relevant staff that offers substantial promise of improving educational achievement for high priority pupils.”

- Purchase and maintain current ERLA and Math SBE adopted programs for all students
 - Monitor teachers for full implementation of these adoptions especially for high priority students, ELs, and SWDs with class observations by principals and coaches
2. **Provide all students full access to the core curriculum in reading/English language arts and mathematics including strategic intervention for all students within two years of grade level and intensive intervention for all students two or more years below grade level.**
 - Hold sites accountable for using assessments to appropriately place, monitor, and exit English Learners, Students with Disabilities, and all underperforming students in interventions by providing specific additional instructional time according to EPC 2 and fully using district wide adopted intervention programs
 - Monitor English Learners receiving structured ELD instruction for 45 minutes at K-5 and through an additional class period as appropriate to their needs at grades 6-8
 - Monitor master schedules for grades 7-8 to include additional instructional periods to meet the needs of all students scoring more than two years below grade level
 - Monitor use of the inclusion model (SAIL) for the delivery of special education
 3. **Provide all district staff professional development for the new mathematics and current RLA adoptions with follow-up through site coaching (teachers and principals) and monitoring to support full implementation with emphasis on building PLCs consistently and fully functioning at all sites.**
 - Provide professional development in reading and math adoptions as described in APS for untrained or new teachers
 - Track professional development participation using the district database maintained by Instructional Services including required follow-up practicum hours
 - Provide as funding permits TOSA content experts and site reading and math coaches to directly support classroom instruction
 - Monitor and support teacher implementation of adopted programs with principal class walkthroughs every two weeks at a minimum
 - Monitor principals' support of effective PLCs through district held Compelling Conversations held three times a year
 4. **Increase the degree and quality in the use of data and the district data system through an intensive professional development program to include increasing teachers' and administrators' abilities to navigate the system, generate reports, disaggregate data, and produce and score standards-aligned assessments.**
 - Provide the data collection system (EADMS) and continue to increase user capability and capacity through ongoing training and support
 - Mandate use of district benchmark and common formative assessments to ensure full alignment to grade level ELA and mathematics standards and pacing guides
 - Provide structured, systematic professional development in the collaborative group process (Professional Learning Communities, PLC) to analyze assessment data leading to instructional responses designed to increase student achievement
 - Principals monitor the PLC process to ensure full implementation of tasks involved
 5. **Hold all district office and site staff accountable for increased student achievement in reading/English language arts and mathematics.**

- Monitor teachers for full implementation of these adoptions especially for high priority students, ELs, and SWDs through district walkthroughs by the superintendent and assistant superintendent with principals three times a year
- Plan and implement increased district office support of sites as dictated by these district walkthroughs
- Monitor specific student achievement goals through Compelling Conversations with principals and the annual evaluation process completed by the superintendent
- Monitor student achievement through principal led Compelling Conversations with teachers and grade levels to review individual student and class assessment data and plan appropriate instruction

Additionally, EMCSD will sustain the reforms as described in this SIG Narrative by changing the cultures of the five schools through developing greater staff moral imperative in the belief that all students can and will learn through their efforts, providing quality information for increased staff effectiveness in instruction, and building greater teacher collaboration for student learning. These goals will be accomplished as principals and teachers are supported and held accountable for applying the subject matter knowledge and instructional strategies learned from professional development to implement the reading and math adoptions. The support and direct coaching principals receive from the Turnaround Leader will build their capacity as instructional leaders carrying them beyond the three years of the grant. Teachers will not only learn the content of the SB 472 training but will also be provided the additional support in the classroom by site coaches and content experts to actually implement and learn new instructional strategies. As teachers are trained to develop short cycle, formative assessments, use data more effectively in their PLCs, and practice these strategies with support by principals and coaches, they will see the success of their efforts through greater student learning. As sites are trained in Rtl and coached to build effective systems of support, students will receive the timely intervention needed to target their learning. These are practices that teachers will solidify and continue after they no longer have an Rtl Facilitator. As these practices are repeated, monitored, and adjusted, teachers and principals will see increases in student engagement and learning, and their school culture will change.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

El Monte City School District establishes annual goals for student achievement on the State's assessments in both reading/language arts and mathematics through each site's Accountability Plan. Targets are set according to the Annual Measurable Objectives for Adequate Yearly Progress for 2010-2011, 2011-2012, and 2012-2013. To set these goals for school wide and significant subgroups the objective is to reduce the percentage of students who are non-proficient by 10% or more from the prior year by meeting Safe Harbor. In the chart below, the Safe Harbor targets reflect the data based on each school's 2009 AYP data. However, in the future years covering the period of the SIG funding, the Safe Harbor goals are projected based on the school making these goals each year and the next. For students who are already proficient or above one year of progress is expected. Students who are two or more years below grade level are placed in intervention classes in order to accelerate their growth. The charts below reflect the annual student achievement goals for the five Tier III schools.

Columbia ES Annual Achievement Goals

ELA	Target % Prof. 2010-2011	Goal % Prof. 2010-2011	Target % Prof. 2011-2012	Goal % Prof. 2011-2012	Target % Prof. 2012-2013	Goal % Prof. 2012-2013
School	67.6%	55%	78.4%	60%	89.2%	64%
Asian	67.6%	79%	78.4%	81%	89.2%	83%
Hispanic	67.6%	51%	78.4%	56%	89.2%	60%
SED	67.6%	53%	78.4%	58%	89.2%	62%
EL	67.6%	44%	78.4%	50%	89.2%	55%

Columbia ES Annual Achievement Goals

Math	Target % Prof. 2010-2011	Goal % Prof. 2010-2011	Target % Prof. 2011-2012	Goal % Prof. 2011-2012	Target % Prof. 2012-2013	Goal % Prof. 2012-2013
School	68.5%	56%	79.0%	60%	89.5%	64%
Asian	68.5%	84%	79.0%	86%	89.5%	87%
Hispanic	68.5%	51%	79.0%	56%	89.5%	60%
SED	68.5%	55%	79.0%	60%	89.5%	64%
EL	68.5%	49%	79.0%	54%	89.5%	59%

Cortada ES Annual Achievement Goals

ELA	Target % Prof. 2010-2011	Goal % Prof. 2010-2011	Target % Prof. 2011-2012	Goal % Prof. 2011-2012	Target % Prof. 2012-2013	Goal % Prof. 2012-2013
School	67.6%	49%	78.4%	54%	89.2%	59%
Asian	67.6%	67%	78.4%	70%	89.2%	73%
Hispanic	67.6%	43%	78.4%	49%	89.2%	54%
SED	67.6%	48%	78.4%	53%	89.2%	58%
EL	67.6%	44%	78.4%	50%	89.2%	55%

Cortada ES Annual Achievement Goals

Math	Target % Prof. 2010-2011	Goal % Prof. 2010-2011	Target % Prof. 2011-2012	Goal % Prof. 2011-2012	Target % Prof. 2012-2013	Goal % Prof. 2012-2013
School	68.5%	55%	79.0%	60%	89.5%	64%
Asian	68.5%	76%	79.0%	78%	89.5%	80%
Hispanic	68.5%	50%	79.0%	55%	89.5%	60%
SED	68.5%	54%	79.0%	59%	89.5%	63%
EL	68.5%	52%	79.0%	57%	89.5%	61%

Durfee ES Annual Achievement Goals

ELA	Target % Prof. 2010-2011	Goal % Prof. 2010-2011	Target % Prof. 2011-2012	Goal % Prof. 2011-2012	Target % Prof. 2012-2013	Goal % Prof. 2012-2013
School	67.6%	58%	78.4%	62%	89.2%	66%
Asian	67.6%	78%	78.4%	80%	89.2%	82%
Hispanic	67.6%	51%	78.4%	56%	89.2%	60%
SED	67.6%	54%	78.4%	59%	89.2%	63%
EL	67.6%	46%	78.4%	51%	89.2%	56%

Durfee ES Annual Achievement Goals

Math	Target % Prof. 2010-2011	Goal % Prof. 2010-2011	Target % Prof. 2011-2012	Goal % Prof. 2011-2012	Target % Prof. 2012-2013	Goal % Prof. 2012-2013
School	68.5%	52%	79.0%	57%	89.5%	61%
Asian	68.5%	78%	79.0%	80%	89.5%	82%
Hispanic	68.5%	45%	79.0%	51%	89.5%	56%
SED	68.5%	51%	79.0%	56%	89.5%	60%
EL	68.5%	47%	79.0%	52%	89.5%	57%

Gidley ES Annual Achievement Goals

ELA	Target % Prof. 2010-2011	Goal % Prof. 2010-2011	Target % Prof. 2011-2012	Goal % Prof. 2011-2012	Target % Prof. 2012-2013	Goal % Prof. 2012-2013
School	67.6%	60%	78.4%	64%	89.2%	68%
Asian	67.6%	79%	78.4%	81%	89.2%	83%
Hispanic	67.6%	53%	78.4%	58%	89.2%	62%
SED	67.6%	57%	78.4%	61%	89.2%	65%
EL	67.6%	51%	78.4%	56%	89.2%	60%
SWD	68.5%	68%	79.0%	71%	89.5%	74%

Gidley ES Annual Achievement Goals

Math	Target % Prof. 2010-2011	Goal % Prof. 2010-2011	Target % Prof. 2011-2012	Goal % Prof. 2011-2012	Target % Prof. 2012-2013	Goal % Prof. 2012-2013
School	68.5%	53%	79.0%	58%	89.5%	62%
Asian	68.5%	80%	79.0%	82%	89.5%	84%
Hispanic	68.5%	45%	79.0%	51%	89.5%	56%
SED	68.5%	51%	79.0%	56%	89.5%	60%
EL	68.5%	44%	79.0%	50%	89.5%	55%
SWD	68.5%	63%	79.0%	67%	89.5%	70%

Potrero ES Annual Achievement Goals

ELA	Target % Prof. 2010-2011	Goal % Prof. 2010-2011	Target % Prof. 2011-2012	Goal % Prof. 2011-2012	Target % Prof. 2012-2013	Goal % Prof. 2012-2013
School	67.6%	50%	78.4%	55%	89.2%	60%
Hispanic	67.6%	47%	78.4%	52%	89.2%	57%
SED	67.6%	50%	78.4%	55%	89.2%	60%
EL	67.6%	43%	78.4%	49%	89.2%	54%

Potrero ES Annual Achievement Goals

Math	Target % Prof. 2010-2011	Goal % Prof. 2010-2011	Target % Prof. 2011-2012	Goal % Prof. 2011-2012	Target % Prof. 2012-2013	Goal % Prof. 2012-2013
School	68.5%	52%	79.0%	57%	89.5%	61%
Hispanic	68.5%	49%	79.0%	54%	89.5%	59%
SED	68.5%	52%	79.0%	57%	89.5%	61%
EL	68.5%	47%	79.0%	52%	89.5%	57%

In order to increase student achievement necessary to make the growth in ELA and Mathematics cited on the charts above, the District Accountability Plan outlines these actions also found in the LEA Plan Addendum:

- CST data for RLA and Math are given to schools by Instructional Services in hard copy in August and is then available on Educator's Assessment Data Monitoring System, EADMS, to district administrators, principals, and teachers.
- CST results are analyzed within the first two weeks of school at the district and school level by grade/content level PLCs monitored by principals who review disaggregated data by grade level and content for Hispanic, SED, EL, and SWD.
- PLCs scheduled by the principal meet two times a month for both reading and math and develop SMART Goals from their analyses to monitor student progress for the year using CST data to initially drive instruction.
- Student data is posted on Data Walls at each school site and at the district office in August.
- The superintendent and cabinet hold Compelling Conversations with the principals at the beginning of the school year holding them accountable to discuss their site's analysis of the CST data and resulting SMART Goals.
- District benchmarks for grades 2-8 in RLA and math are given by teachers four times a year to monitor student's formative progress on the standards.
- Principals monitor this process and hold all teachers accountable for giving the assessments as scheduled on the district assessment calendar.
- All PLCs analyze district benchmarks after each administration and disaggregate data for EL, SWD, Hispanic, and SED.
- The results of these assessments are available on EADMS for teachers and administrators to analyze, disaggregate, and determine new SMART Goals.
- PLCs use this data to inform and modify their instruction by developing lessons for re-teaching and targeted intervention for specific students.
- Principals hold Collaborative Conversations with teachers after each benchmark

assessment to review student and class level data, determine progress, focus on identification of instructional needs and set goals.

- School Data Walls are updated each trimester.
- The District Data Wall is updated each trimester showing district progress by grade level on the benchmark assessments.
- There is an annual review in the summer of the cognitive demand of items on district benchmarks and to determine alignment with district power standards for ELA and math.
- In PLCs teachers determine additional short cycle, common formative assessments for learning at the grade level to monitor student progress. These are placed in EADMS for data reporting and immediate analysis of what students learn to allow for re-teaching and modification of instruction.
- The superintendent and cabinet hold Compelling Conversations with the principals after each district benchmark assessment to continue to hold them accountable for data analysis and use at their sites to improve instruction.
- As one of the key components for the evaluation of principals, the superintendent uses Student Assessment factors including progress and use of state summative and local formative assessments.

x. Inclusion of Tier III Schools (if applicable)

The preceding sections describe the LEA's response to the following:

- Description of services and activities the five Tier III schools will receive is found in Section iii, Demonstration of Capacity to Implement Selected Intervention Models, pages 18-20.
- Description of analysis of needs and findings is found in Section i, Needs Analysis, pages 5-11 and Section ii, Selection of Intervention Model(s) pages 11-18.
- Description of student achievement goals and monitoring activities is found in Section ix, LEA's Annual Goals for Student Achievement pages 26-30.

xi. Consultation with Relevant Stakeholders

Principals and district administrators used this process to consult and receive input from their relevant stakeholders:

- Principals met with SSCs, ELACS, and Leadership Teams and discussed current progress on their Alternative Governance/Restructuring or Corrective Action Plans. (April and May)
- Principals discussed with these stakeholders current needs based on results from the new Academic Program Survey, site validation classroom visits, student achievement data, and actions partially or not completed from the Alternative Governance/Restructuring or Corrective Action Plans. (April and May)
- Principals reviewed the components of the four intervention models and elements of the SIG with these stakeholders. (April and May)
- Principals discussed the four intervention models and received input from their teams as to which components were appropriate to meet the needs of their schools from the APS, student achievement data, and action plans. (April and May)
- Principals brought their SSC and PTA presidents, their two Key Communicators (who meet monthly with the superintendent), and their Leadership Teams to the DSLT also attended by the superintendent and his extended cabinet. (May 24)

- At the DSLT, the components of the four models were discussed. Principals facilitated discussions with their site members to collect input and determine which model or components of a model would meet their school's needs. (May 24)
- All of the five groups reported that they were not supportive of the School Closure or Restart Models since the district had already closed two schools a year ago due to low enrollment. Several of the five schools had their boundaries changed and had absorbed students and staff from these closed schools. These statements were consistent with the input from the site meetings held earlier in April and May. (May 24)
- Stakeholders from the five schools indicated they wanted to use components from the Turnaround and/or Transformation Models and align them with completed and proposed actions in their Alternative Governance/Restructuring or Corrective Action Plans. (May 24)
- The five site teams reviewed their needs and selected these intervention components from the Turnaround and/or Transformation Models as described in the charts on pages 12-18. (May 24)
- District administrators discussed with certificated and classified union leadership the requirements of the SIG Application, selection of the components for intervention, and solicited their input. (May 24-27)
- The EMCSD board of trustees held their meeting to review the SIG application, provide opportunity for public input, and approved it for filing with CDE. (May 27)

Principals summarized for the district and KFA the input from their various meetings with stakeholders.

Columbia

Parents and teachers are supportive of the school improvements made so far allowing the school to freeze in PI. All were supportive of the additional interventions planned in the SIG. Previous parent surveys indicate that parents are happy at Columbia School. Parents are always looking for additional opportunities to assist their children with homework and overall improve their academic standing. Columbia School parents have a great participation rate at school functions through a variety of workshops based on their needs (holding an effective parent conference, drug awareness, etc.). Additionally, the parenting room is open five days a week from 7 am to 3 pm. Parents come by the school throughout the day to volunteer.

Cortada

Staff and parents expressed their desire to implement the additional intervention activities described in the SIG Application. At an April ELAC meeting parents worked together with the site administrator to develop the Parent and Community Effective Indicator of the Accountability Plan. Overall parents expressed their satisfaction with our school, noting they feel welcome at school and are supported. They feel teachers take the time to explain the progress of their child(ren). Parents express additional need for helping their child with homework and improving their performance. They are very interested in having additional learning opportunities within the school day that meet the specific needs of their children.

Durfee

The school is focused on academics and ensuring that all students are making progress, and stakeholders want additional intervention activities as found in the SIG that would

ensure this progress. They applaud the specific interventions in 4th-8th grade implemented by the school. Teachers are passionate about their students' progress. Parents appreciate the ongoing communication between home and school through the use of flyers, telephone calls (both personal and prerecorded) and parent newsletters. Stakeholders are concerned about the amount of change in the past two years in terms of the large number of students and staff recently coming to Durfee. It is not that the students and staff are an issue; it is more in the sense that it requires a completely new shift in culture with such a large influx of people.

Gidley

Parents were supportive of instructional programs and specific instructional changes that would be added through SIG. Parents were surveyed last year with respect to the alternative governance planning and reported they approved of extended learning time for students who are not proficient. Parents strongly supported adding and offering enrichment opportunities for students. Staff also are supportive of SIG as it can assist in implementing areas still needed, such as more students supported in the reading intervention program and implementation of an effective Rtl system with a Pyramid of Interventions.

Potrero

Parents are very interested in having additional learning opportunities within the school day that meet the specific needs of their children. In SSC and ELAC meetings they stated that the SIG offers additional activities to assist their children's education. They are interested in having the school provide as many learning opportunities as possible. Past parent surveys indicate that families are happy with their school. Parents express a need for helping their child with homework or improving their performance. Staff are supportive of the interventions already implemented through reading and math intervention classes and agree that the planned activities through SIG can address areas still needing attention.

Input from parents and staff echoed the common concern that these five schools not take on additional initiatives that are contrary to what the district and sites have initiated through the review of the APS and student achievement. All stakeholders felt that the initiatives found in the LEA Plan Addendum and site Alternative Governance/Restructuring or Corrective Action Plans were well-planned, matched district and school needs, were in their initial stages of implementation, and would be further extended by SIG funding.

COLUMBIA SCHOOL

SCHOOL SITE COUNCIL AGENDA

Thursday, May 20, 2010

- **Welcome**
- **Meeting called to order _____**
- **Approval of April 22, 2010 minutes.**

Moved:

Seconded:

- I. Introductions**
- II. Review of SSC norms**
- III. Old Business**
 - a. Terms for School Site Council Members**
- IV. New Business**
 - a. Discipline Procedures**
 - b. 2010-2011 Budget**
 - c. School Improvement Grant**
 - i. What do you like about Columbia School?**
 - ii. What don't you like about Columbia School?**
 - iii. What would you change about Columbia School?**
- V. Reports**
 - a. Teacher**
 - b. Parent / ELAC**
 - c. Administrators**
- VI. Upcoming Events**
 - a. Staff Appreciation Luncheon**
 - b. Open House & Family Fun Night – 5/26**
 - c. Drama – Grease 6/2-6/4**
 - d. 8th grade Promotion – 6/15**
 - e. Last day of School – 6/16**
- VII. Adjournment _____**

**Cortada
SCHOOL SITE COUNCIL MEETING**

DATE Thursday, May 11, 2010 TIME 2:45

Agenda

I. CALL TO ORDER

TIME 2:45 BY CHAIRPERSON Rosemary Garciduenas

II. REVIEW MINUTES OF LAST MEETING

DATE _____

III. PROGRAM UPDATE REPORTS

TITLE I:

ENGLISH LEARNERS:

GATE:

SPECIAL EDUCATION:

OTHER:

1. School Accountability Report Card
2. Accountability Plan 2010-2014 Template
3. Goals

IV. UNFINISHED BUSINESS

V. NEW BUSINESS AGENDA ITEMS

1. Budget Cuts for 2010-11
2. Approval of Preliminary Budget for 2010-2011 School year
3. School Improvement Grant (SIG)
4. Summer School

VI. REPORTS ON PROFESSIONAL DEVELOPMENT

VII. ANNOUNCEMENTS

1. NEXT MEETING
2. OTHER MEETINGS – ELAC, Wednesday, May 19, 2010
3. SPECIAL EVENTS – Open House – Wednesday, May 26, 2010

VIII. QUESTIONS/COMMENTS

**El Monte City School District
Durfee Elementary School
School Site Council (SSC)/English Language Advisor Committee (ELAC)
AGENDA for SSC Meeting of May 27, 2010**

Legal Requirements (Check topics to be covered at *this* meeting.)

Feb 2010	1. Training
March 2010	2. Parent Involvement Policy
Dec. 2009	3. Uniform Complaint Procedures
Dec 2009	4. Parent Education Opportunities
	5. Consolidated Programs Overview
March 2010	6. Home-School Compact
Dec. 2009	7. Assessment/Curriculum/ Program Effectiveness

March 2010	8. Safety Plan
Jan 2010	9. Attendance
Dec. 2009	10A. SPSA Development
Dec. 2009 Apr. 2010 May 2010	10B. SPSA Budget
Dec. 2009	10C. SPSA Review/Approval
Feb 2010	11. EL Programs
	12. R-30
	13. Needs Assessment

I. Welcome and Introductions

**II. Call to Order
Approval of Minutes
Approval of Proposed Agenda**

III. Committee Reports

**IV. Legal Requirements
Approval of 2010/2011 preliminary budget**

V. Unfinished Business/Topics

**VI. New Business/Topics
SIG grant**

VIII. Adjournment

GIDLEY SCHOOL

School Site Council Agenda 12 May 2010 2:45

- 1. New Business**
 - a. Budget Proposal for 2010 – 2011**
 - Present combination of assemblies and study trip funding**
\$10.00 per student admission
\$750 per bus (including AVID trips)
 - Teacher laptop computers**
 - Desk top computers for classrooms**
- 2. What changes would you like to see at Gidley?**
- 3. Discussion of SIG Grant and Models**

**Potrero School
School Site Council
April 22, 2010
Agenda**

- 1. Call to Order**
- 2. Greetings, Introductions, and Membership**
- 3. Approval of Minutes**
April 22, 2010 Meeting
- 4. Officers Report – Marcos Lopez, Ann Uribe and Vicky Milostan**
- 5. Old Business**
 - a. Priorities and Presentation of 2010 – 2011 Preliminary Budget**
- 6. New Business**
 - a. Title 1 – School Improvement Grant**
 - b. Final Meeting – June 10 – All requirements are complete for the 2009- 2010 School Year – Cancel Meeting?**
- 7. Budget and Finance**

Approval of Preliminary Budget for 2010 - 2011
- 8. Announcements**
 - a. 5/24 Title I School Improvement Grant Application**
 - b. 5/28 – American Legion Award Assembly – 10:30**
 - c. 5/29 – Lions Elite Movie Event**
 - d. 5/31 – Memorial Day Holiday**
 - e. 6/2 – Sixth Grade Orientation**
 - f. 6/7 – ADAPT Graduation – 9:00**
 - g. 6/11 – Kindergarten Program – 9:00**
 - h. 6/15 – Promotion Ceremony – 5:30 (Tickets only)**
 - i. 6/16 – Last Day of School – 12:00 Dismissal**

Next Meeting – June 10, 2010 4:00PM Room 5

El Monte City School District

Leveraging School Improvement Grants (SIGs) for Transformation and Student Success

May 24, 2010

DSLT AGENDA

In Attendance:

**Principals, Vice Principals, SSC Presidents, PTA Presidents, Key Communicators from Columbia, Cortada, Durfee, Gidley, and Potrero Schools
EMCSD Assistant Superintendents, Director Student Support
Karen Fagan and Georgia Renne Karen Fagan Associates, Inc.**

- **Welcome/Purpose** **Karen Fagan**

- **Critical Components of SIG
Power Point** **Georgia Renne**

- **Review Site Needs Matched to Interventions
from Turnaround and Transformation Models** **Principals and Teams**

- **Collect and Record Input from Teams
(back of agenda)** **Principals**

- **Share Input** **Principals**

- **Review Timeline** **Georgia Renne**

- **Questions?** **All**

**EL MONTE CITY SCHOOL DISTRICT
SPECIAL MEETING OF THE BOARD OF EDUCATION
3540 North Lexington Avenue
El Monte, CA 91731**

**May 27, 2010
5:00 P.M.**

A G E N D A

I. Call to Order

CLOSED SESSION This portion of the agenda is used to discuss confidential matters relating to personnel issues. The public is excluded from these deliberations.

II. Flag Salute

III. BOARD ACTIONS - It should be noted that the Board receives materials four to five days in advance for its consideration.

A. Instructional Services

I-51-09/10 Consideration of Approval of Revised Personnel for Summer School Employment

- The Board is being asked to approve employment for the revised attached list of personnel for the 2010-2011 summer school program. Employment is subject to adequate funding and enrollment.

B. Student Support Services

S-40-09/10 Consideration of Approval of School Improvement Grant Application

- The Board is being asked to approve the School Improvement Grant Application for five program improvement schools. The schools include Columbia, Cortada, Durfee, Gidley and Potrero.

VI. DISCUSSION

VII. ADJOURNMENT

]9

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010–11

Name of LEA: El Monte City School District	
County/District (CD) Code: 19-64501	
County: Los Angeles	
LEA Contact: Oscar Marquez	Telephone Number: 626-453-3760
E-Mail: omarquez@emcsd.org	Fax Number: 626-442-1063
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries			
1300	1 FTE Turnaround Leader to serve 5 schools each school 1 day per week	97,000	97,000	97,000
2000–	Classified Personnel Salaries			
2999				
3000–	Employee Benefits			
3999	1 FTE Turnaround Leader	28,000	28,000	28,000
4000–	Books and Supplies			
4999				
5000–	Services and Other Operating Expenditures			
5999				
6000–	Capital Outlay			
6999				
7310	Transfers of Indirect Costs			
	Indirect Costs Columbia	29,506	17,370	17,370
	Indirect Costs Gidley	42,791	26,408	26,408
	Indirect Costs Durfee	32,025	18,960	18,960
	Indirect Costs Cortada	32,381	24,531	24,531
	Indirect Costs Potrero	33,055	15,673	15,673
7370	Transfers of Direct Support Costs			
Total Amount Budgeted		\$294,758	\$ 227,942	\$227,942

SIG Form 4b–School Projected Budget
School Projected Budget

Fiscal Year 2010–11

Name of School: Columbia Elementary	
County/District/School (CDS) Code: 19-64501-6013155	
LEA: El Monte City School District	
LEA Contact: Oscar Marquez	Telephone Number: 626-453-3760
E-Mail: omarquez@emcsd.org	Fax Number: 626-442-1063
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries			
1999				
1100	Math coach	55,000	55,000	55,000
1100	Rtl Facilitator	55,000	55,000	55,000
1100	Teacher additional hours to work on Master Schedule @\$38.64 per hr x 8 hr x 5 days x 7 teachers	10,819	10,819	10,819
1100	Teacher additional hours to work after school enrichment program 1 hr per week for 10 clubs at \$38.64 for 30 weeks = \$ 11,592	11,592		
2000–	Classified Personnel Salaries			
3000–	Employee Benefits			
3999				
	Math coach	20,000	20,000	20,000
	Rtl facilitator	20,000	20,000	20,000
	Teacher additional hours 7.92 per hr x 8 hr x 5 days x 7 teachers	2,218	2,218	2,218
	Teacher additional hours for after school clubs @ \$7.92 per hr x 10 hrs per week for 30 weeks =	2,376		
4000– 4999	Books and Supplies			
4200	AVID middle school libraries 2 sets per year @ \$4,865.50	9,731	9,731	9,731

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
4100	National Geographic <i>Inside Language</i> On-line coaching @51.95 x 300 students \$15,585, leveled reader library sets @\$1,265.81 x 5 sets = \$ 6,330, Folk tale collection @ \$ 698.98 x 5 \$3,500	25,415		
4200	Early Reader SRA intervention mat.	6,000		
4300	Books and supplies for After school enrichment clubs @ \$ 1000 per club x 10 clubs	10,000		
4300	Software to support Computer lab in library	10,000		
5000–5999	Services and Other Operating Expenditures			
5100	Differentiated Instruction training with new math by Action Learning Systems @ \$ 2000 per day for 12 days plus subs @ \$115 per day x 52 days	29,900		
5100	Direct Instruction Professional Development in math with each grade 3-8 teacher provided by Action Learning Systems: 6 days of demo lessons @ \$2000, 14 days of Co-Plan, Co-Teach @ \$2000 = \$ 52,000 with 19 teachers x substitutes @ \$115 per day = \$17,000	69,000		
5100	AVID teacher training @ \$4,384.50 per teacher x 2 teachers	8,769	8,769	8,769
5100	AVID enrichment field trips to colleges @ \$1,250 per trip x 2 per year	2,500	2,500	2,500
5100	Rtl training for whole staff 2 days with three follow up days on site Fagan Associates for one year	20,000		
5100	SB 472 training in core RLA and math and RLA and/or math intervention @ 1,500 per teacher for 15 teachers plus substitutes @ \$115 per day x 15 teachers	31,125		

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
5100	Technical Assistance and Support Provider Fagan Associates	100,000	100,000	100,000
5100	National Geographic on-line Data Driven Instruction Course @ \$ 4,900 Plus subs for 10 teachers @ \$115 per day= \$1,150	6,050		
6000–	Capital Outlay			
6999				
7310	Indirect Cost	29,506	17,370	17,370
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		\$567,941	\$334,347	\$334,347

SIG Form 4b–School Projected Budget**School Projected Budget**

Fiscal Year 2010–11

Name of School: Cortada Elementary	
County/District/School (CDS) Code: 19-64501-6013163	
LEA: El Monte City School District	
LEA Contact: Oscar Marquez	Telephone Number: 626-453-3760
E-Mail: omarquez@emcsd.org	Fax Number: 626-442-1063
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries			
1999				
1100	Math coach	55,000	55,000	55,000
1100	Reading coach	55,000	55,000	55,000
1100	Reading Intervention Teacher	55,000	55,000	55,000
1100	Rtl Facilitator	55,000	55,000	55,000
2000–	Classified Personnel Salaries			
2999				
3000–	Employee Benefits			
3999				
	Math coach	20,000	20,000	20,000
	Reading coach	20,000	20,000	20,000
	Reading Intervention Teacher	20,000	20,000	20,000
	Rtl facilitator	20,000	20,000	20,000
4000–	Books and Supplies			
4100	Steck-Vaughn California Gateway RLA intervention program materials 50 sets each Level 1A,Level 1B,Level 2, Level 3	53,145		
5000– 5999	Services and Other Operating Expenditures			
5100	Houghton Mifflin training, coaching and modeling K-3 teachers by Action Learning Systems consultant	24,760		

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
5100	SB 472 training in ELA, math core and RLA and math intervention 5 teachers @ 1,500 per teacher	10,375		
5100	Gateway Professional Development from Action Learning Systems 3 days training, 2 days 1 to 1 co-plan co-teach, 1 day accountability coaching = \$ 12,000 and 28 sub days @ \$115 = \$ 3,220	15,220		
5100	Data Team Training with short cycle assessments three times per year for all staff @ \$ 5,000 = \$15,000 and sub days for each staff @ \$ 115 per day	22,590	22,590	22,590
5100	2 full day Rtl training for whole staff by Fagan Associates with follow up on site 3 times during year @ \$ 5,000 per day plus sub days @ \$ 115 per day for three days for each teacher	25,060	25,060	25,060
5100	ELD/SDAIE Training whole staff by Action Learning Systems 2 days training, 3 days demo lessons, 10 days 1 to 1 co-plan so-teach, 2 days accountability coaching = \$ 34,000 plus 50 sub days @ \$ 115 = 5,750	39,750		
5100	Technical Assistance and Support Provider Fagan Associates site visitation and technical support each month for 10 months to monitor the implementation of the SIG grant and school's Corrective Action/Alternative Governance Plan	100,000	100,000	100,000
6000–	Capital Outlay			
6999				
7310	Indirect Costs	32,381	24,531	24,531
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		\$623,281	\$472,181	\$472,181

SIG Form 4b–School Projected Budget**School Projected Budget**

Fiscal Year 2010–11

Name of School: Durfee Elementary	
County/District/School (CDS) Code: 19-64501-6013171	
LEA: El Monte City School District	
LEA Contact: Oscar Marquez	Telephone Number: 626-453-3760
E-Mail: omarquez@emcsd.org	Fax Number: 626-442-1063
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries			
1999				
1100	Math coach	55,000	55,000	55,000
1100	Rtl Facilitator	55,000	55,000	55,000
1100	Reading Intervention teacher	55,000	55,000	55,000
2000–	Classified Personnel Salaries			
3000–	Employee Benefits			
3999				
	Math coach	20,000	20,000	20,000
	Rtl facilitator	20,000	20,000	20,000
	Reading Intervention teacher	20,000	20,000	20,000
4000–	Books and Supplies			
4100	Scholastic READ 180 RLA intervention materials 45 licenses for System 44 to support ELLs in program @ 709 per license	31,905		
4200	AVID middle school libraries 2 sets per year @ 4,865.50	9,731	9,731	9,731
5000–	Services and Other Operating Expenditures			
5999				
5100	Direct Instruction Professional Development math by Action Learning Systems Consultant 6 days of demo lessons, 14 days of Co-Plan Co-teach, 2 days Account. Coaching @ \$ 2000 = \$44,00 Plus 14 teachers x 4 days x \$ 115 per sub = \$ 50,440	50,440		

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
5100	Rtl training 2 days for total staff @ \$2,400 per trainer x 2 trainers = \$4800 per day = \$9,600 plus materials @ \$3,200 with site follow up consultation 3 days with teachers 2 consultants @\$2,400 x 3. Plus 53 teachers x 5 days x \$115 for subs = \$30,474 by Fagan Associates	50,474		
5100	SB 472 training in RLA and math core and RLA and math intervention program for 37 teachers @ 1,500 per Plus 37 teacher x 5 days x \$115 for subs= \$ 21,275 = \$ 76,775	76,775		
5100	Data Team Training with short cycle assessments total staff 40 teachers x 3 times per year Fagan Associates @ \$5000 per day = \$15,000 plus 40 x 3 teachers x \$115 = \$ 13,800	28,800		
5100	AVID teacher training @ \$4,384.50 per teacher x 2 teachers per year to attend AVID conference and workshops based on need. AVID will be implemented gr.7 in 2010, gr.8 in 2011 and gr. 6 in 2012.	8,769	8,769	8,769
4300	AVID enrichment field trips to colleges \$ 2,500 per year two times per year to connect students to local colleges and encourage them to attend college	2,500	2,500	2,500
5100	Fagan Associates Technical Assistance and support Provider monthly visits x 10 to ensure implementation of SI G grant and monitor Alt. Gov Plan	100,000	100,000	100,000
6000–	Capital Outlay			
6999				
7310	Indirect Costs	32,025	18,960	18,960
7370 &	Transfers of Direct Support Costs			
7380				
Total Amount Budgeted		\$616,419	\$364,960	\$364,960

SIG Form 4b–School Projected Budget**School Projected Budget**

Fiscal Year 2010–11

Name of School: Gidley Elementary School	
County/District/School (CDS) Code: 19-64501-6013197	
LEA: El Monte City School District	
LEA Contact: Oscar Marquez	Telephone Number: 626-453-3760
E-Mail: omarquez@emcsd.org	Fax Number: 626-442-1063
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries			
1999				
1100	Math Coach	55,000	55,000	55,000
1100	Reading Coach	55,000	55,000	55,000
1200	Student Counselor	55,000	55,000	55,000
1100	Content Teacher additional tutoring of ELL students @\$38.64 per hr x 8 hr x 40x 7 teachers	86,554	86,554	86,554
2000–	Classified Personnel Salaries			
2999				
3000–	Employee Benefits			
3999				
	Math Coach	20,000	20,000	20,000
	Reading Coach	20,000	20,000	20,000
	Student Counselor	20,000	20,000	20,000
	Content Teacher additional tutoring	17,741	17,741	17,741
4000–	Books and Supplies			
4100	Scholastic READ 180 125 licenses System 44@ 709, 30 licenses @ \$709 Level B	109,895		
4200	Scholastic READ 180 Libraries @\$7,500 x 4 = \$30,000	30,000		
4200	READ WELL reading supplemental support program grades 1-3 reading materials \$4,000 each year	4,000	4,000	4,000

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
4200	AVID middle school libraries 2 sets per year @ \$ 4,865.50	9,731.00	9,731.00	9,731.00
4200	Scholastic Reading licenses @ \$ 750 per license x 3 = \$2,250	2,250	2,250	2,250
5000–5999	Services and Other Operating Expenditures			
	AVID enrichment field trips to colleges \$2,500 total 2 trips per year	2,500	2,500	2,500
500-5999	AVID teacher training @ \$ 4,384.50 per teacher x 2 teachers	8,769	8,769	8,769
5100	Direct Instruction PD all teachers 1 day, plus 4 days follow-up w/ all teachers, plus 14 days 1 on1, plus 2 days account. coaching = 21 days @ \$ 2000 = \$42,000. Plus 14 teachers x 21 days x \$ 115 per sub day=\$33,810 Provided by Action Learning Systems	76,810		
5100	Fagan Associates Technical Assistance and Support Provider with monthly site visits x 10 months	100,000	100,000	100,000
5100	SB 472 Training in core RLA, math, RLA and math intervention programs for 18 teachers @ \$1,500 per teacher	37,350		
5100	Data Team Training with short cycle assessments whole staff 3 times per year @ \$5,000 per day x 3 =\$15,000 plus subs 30 teachers @ \$ 115 =	25,350	25,350	25,350
5100	Rtl training 2 days for total staff @ \$2,400 per trainer x 2 trainers = \$4800 per day =\$9,600 plus materials \$3,200 with site follow up consultation 3 days with teachers 2 consultants @\$2,400 x 30 teachers x 2 days x \$115 subs =\$6,900	26,900		
6000–	Capital Outlay			
6400	20 Computers for <i>READ 180</i> RLA intervention program @ \$900 =	18,000		
7310	Indirect Costs	42,791	26,408	26,408
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		\$823,641	\$508,303	\$508,303

SIG Form 4b–School Projected Budget**School Projected Budget**

Fiscal Year 2010–11

Name of School: Potrero Elementary	
County/District/School (CDS) Code: 19-64501-6013247	
LEA: El Monte City School District	
LEA Contact: Oscar Marquez	Telephone Number: 626-453-3760
E-Mail: omarquez@emcsd.org	Fax Number: 626-442-1063
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries			
1999				
1100	Math Coach	55,000	55,000	55,000
1100	Rtl Facilitator	55,000	55,000	55,000
2000–	Classified Personnel Salaries			
3000–	Employee Benefits			
3999				
	Math coach	20,000	20,000	20,000
	Rtl facilitator	20,000	20,000	20,000
4000–	Books and Supplies			
4100	Scholastic READ 180 125 licenses System 44 @ \$24,709 =\$ 88,625, 30 licenses at Level B @ 709 =\$ 21,270	109,895		
4200	AVID Middle school libraries 2 sets per year @ \$4,865.50 per set		9,731	9,731
5000– 5999	Services and Other Operating Expenditures			
5100	Direct Instruction in math core by Action Learning Systems 25 days@ \$2000 per day =\$50,000 plus 17 teacher sub days @ \$115 = \$19,995	52,000		
5100	Fagan Associates Technical Assistance and Support Provider	100,000	100,000	100,000
5100	Rtl training for whole staff 2 days with three on-site follow up days	20,000		

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
5100	Data Team Training in short cycle assessments whole staff with three follow up days on-site	15,000	15,000	15,000
5100	SB 472 training in core RLA, math and RLA and math intervention programs 8 teachers @ \$1,500 per teacher = \$ 12,000 Plus teacher subs for 8 teachers @ \$ 115 per day = \$4,600	16,600		
5100	Data Works student work calibration and staff training \$ 4,500 x 2 days training, \$5,500 analysis and in-service 1 day, classroom observations with in-service of results to staff @ \$10,000 x 3	59,000		
4300	AVID enrichment field trips to colleges two times per year		2,500	2,500
5100	AVID teacher training @ \$4,384.50 per teacher x 2 teachers		8,769	8,769
6000–	Capital Outlay			
6400	Electronic Readers for EL students with library sets for grade 7 and 8 @ \$22,500 per set =	45,000		
6400	3 storage carts for libraries @ \$ 2,700	8,100		
	10 computers for 3 additional READ 180 classes = 30 computers @ \$ 900	27,000		
6400	30 Head sets with mouth piece @ \$20 for 3 READ 180 classes	600		
7310	Indirect Costs	33,055	15,673	15,673
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		\$636,250	\$301,673	\$301,673

SIG Form 5a–LEA Budget Narrative
LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
	Certificated Personnel Salaries	1000– 1999
1 FTE Turnaround Leader to serve 5 schools each school 1 day per week at each of the 5 yr 3-5 PI schools in this grant providing principal coaching, monitoring the implementation of the instructional program, monitoring student achievement data to ensure appropriate student placement in core and intervention classes	97,000	1300
	Employee Benefits	3000 3999
1 FTE Turnaround Leader to serve 5 schools (see responsibilities above)	28,000	
Indirect Costs (at 5.48%)		7310
Indirect costs Potrero	33,055	
Indirect costs Durfee	32,025	
Indirect costs Gidley	42,791	
Indirect costs Columbia	29,506	
Indirect costs Cortada	32,381	
Subtotal Indirect	169,758	

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Columbia

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
	Certificated Personnel Salaries	1000– 1999
Math Coach provide on-site daily support to all K-8 teachers in the full and appropriate implementation of the math core Grades K-5, MacMillan/McGraw-Hill, <i>California Mathematics</i> ; Grades 6-7, Holt <i>California Mathematics Course 1 and 2</i> ; Grade 8, <i>Holt California Mathematics Algebra</i> . and Harcourt <i>California the Fast Forward</i> math intervention program . The Math Coach will provide demonstration lessons, co-plan, co-teach, meet with data teams, monitor student achievement in math and sit on Rtl team to support the organization of the math intervention program.	55,000 1 FTE	1100
Response to Intervention (Rtl) Facilitator will be responsible for coordinating the intervention system on campus and chair the Rtl team to place all students in RLA and/or math interventions based on assessed needs. Facilitator will organize data for PLC meetings and Compelling Conversations each trimester, monitor the student referral process and work with general and special ed. staff to build a comprehensive inclusion program	55,000 1 FTE	1100
Teacher additional hours to work on Master Schedule @\$38.64 per hr x 8 hr x 5 days x 7 teachers. Seven key staff members will work 8 hours for 5 days during the summer when the CST data arrives to review the Master Schedule to ensure that all students are properly placed in RLA and Math core, core with support classes or intervention classes according to their assessed needs	10,819	1100

Columbia Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Teacher additional hours to work after school enrichment program 1 hr per week for 10 clubs at \$38.64 for 30 weeks = \$ 11,592 for the purpose of connecting students to school	11,592	1100
	Employee Benefits	3000–3999
Math coach 1 FTE benefits see description of activities above	20,000	
RtI Facilitator 1 FTE benefits see description of activities above	20,000	
Teacher additional hours 7.92 per hr x 8 hr x 5 days x 7 teachers benefits see description of activities above	2,218	
Teacher additional hours for after school clubs @ \$7.92 per hr x 10 hrs per week for 30 weeks =	2,376	
	Books and Supplies	4000–4999
Purchase the National Geographic <i>Inside Language</i> RLA Intervention program additional components to ensure a comprehensive implementation of the intervention program. Some basic components have been purchased by school during 2009. School needs to increase number of students served and expand program materials available. On-line coaching @ \$51.95 x 300 students \$15,585, leveled reader library sets @\$1,265.81 x 5 sets \$6,330, Folk tale collection @\$ 698.98 x 5 = \$3,500	25,415	4100
Books and supplies for After School enrichment clubs @ \$ 1000 per club x 10 clubs	10,000	4300
AVID middle school libraries 2 sets per year @ \$4,865.50 for each of three years. AVID will be implemented beginning in grade 7 in 2010, grade 8 in 2011 and grade 6 in 2012	9,731	4000–4999
Purchase Early Reader SRA intervention materials to provide grades 1-3 additional supplementary RLA materials to be used during additional 45 minute daily additional RLA time	6,000	4200
Software to support Computer lab in library	10,000	4300

Columbia Activity Description (See instructions)	Subtotal (For each activity)	Object Code
	Services and Other Operating Expenditures	5000- 5999
Differentiated Instruction training with new math by Action Learning Systems Consultant 1 day training total staff @ \$2,000 3 days of demo lessons @ \$2000= \$6000 6 days of Co-plan, Co-Teach @ \$2000=\$12,000 2 days of accountability coaching @ \$ 2000= \$ 4,000 Total ALS \$ 24,000 Substitute x 52 teachers @ 115 per day = \$5,900	29,900	5100
Direct Instruction Professional Development in math with each grade 3-8 teacher provided by Action Learning Systems:6 days of demo lessons @ \$2000,14 days of Co-Plan, Co-Teach @ \$2000 = \$ 52,000 with 19 teachers x substitutes @ \$115 per day = \$17,000	69,000	5100
AVID teacher training @ 4,384.50 per teacher x 2 teachers per year for three years. School will implement AVID for 2010 beginning with grade 7 and implement grade 8 in 2011 and grade 6 in 2012. Teachers will attend the AVID conference and select workshops based on need	8,769	5100
AVID enrichment field trips to colleges @ \$1,250 per trip x 2 per year for three years. AVID students will be taken to local colleges two times per year to connect students to post secondary education and motivate them to attend college.	2,500	5100
Rtl training for whole staff 2 days with three follow up days on site by Fagan Associates. 2 Rtl Consultants for two days training @ \$ 2,400 per day for two days = \$ 9,600 plus training materials \$3,200 Additional three days of on-site support @ \$2,400 =\$7,200	20,000	5100
SB 472 training in core RLA and math and RLA and/or math intervention @ \$1,500 per teacher for 15 teachers. (Five teachers need ELA core, 5 need Math core and 5 need training in RLA intervention) plus substitutes 15 teachers x 5 days x \$115 = \$8,625	31,125	5100

Columbia Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Data Team Training with short cycle assessments will train whole staff three times per year for three years. Whole staff will be trained in the use of short cycle assessments during Data Team meetings to learn how to analyze data in ELA and math, disaggregate data by subgroups and to translate data information into instructional SMART goals and inform instruction to increase student achievement. by Fagan Associates 3 days @ \$5,000 per day = \$ 15,000 plus substitutes for 52 teachers x 3 = 156 days @ \$ 115 = \$ 17,940	32,940	5100
Technical Assistance and Support Provider Fagan Associates. Conduct monthly on site visits 10 times per year for three years to ensure that SIG grant is implemented as designed and provide technical assistance in implementing the Program Improvement Alternative Governance Plan as written. Focused on increasing student learning to by engaging staff in data analysis and monitoring of the instructional program so that school will meet accountability API and AYP targets	100,000	5100
National Geographic on-line Data Driven Instruction Course @ \$ 4,900 Plus subs for 10 teachers @ \$115 per day= \$1,150	6,050	5100
Indirect Costs	29,506	7310

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Cortada

Cortada Activity Description (See instructions)	Subtotal (For each activity)	Object Code
	Certificated Personnel Salaries	1000– 1999
Math Coach to provide on-site daily support to all K-8 teachers in the full and appropriate implementation of the math core Grades K-5, MacMillan/McGraw-Hill, <i>California Mathematics</i> ; Grades 6, Holt <i>California Mathematics</i> and Harcourt <i>California the Fast Forward</i> math intervention program . The Math Coach will provide demonstration lessons, co-plan, co-teach, meet with data teams, monitor student achievement in math and sit on Rtl team to support the organization of the math intervention program.	55,000 1 FTE	1100
Reading Coach to ensure effective and full implementation of the core K-5 Houghton Mifflin <i>A Legacy of Literacy 2003</i> , 6-8 Holt <i>Literature and Language Arts 2003</i> and Steck-Vaughn <i>California Gateway</i> intensive intervention program for grades 4-6. The coach will provide demonstration lessons, co-plan, co-teach, meet with data teams, monitor student achievement in math and sit on Rtl team to support the organization of the RLA/ELD core and intervention programs.	55,000 1 FTE	1100
Reading Intervention Teacher to provide direct instructional support to students in grades 4,5, and 6 who qualify for a reading intervention program using Steck-Vaughn <i>California Gateway</i> program serving FBB,BB and ELL students appropriately placed in program.	55,000 1 FTE	1100

Cortada Activity Description (See instructions)	Subtotal (For each activity)	Object Code
1 FTE Response to Intervention (Rtl) Facilitator will be responsible for coordinating the intervention system on campus and chair the Rtl team to place all students in RLA and/or math interventions based on assessed needs. Facilitator will organize data for PLC meetings and Compelling conversations each trimester, monitor the student referral process and work with general and special ed. staff to build a comprehensive inclusion program	55,000	1100
	Employee Benefits	3000–3999
Math coach 1 FTE benefits see description of activities above	20,000	
Reading coach 1 FTE benefits see description of activities above	20,000	
Reading Intervention teacher 1 FTE benefits see description of activities above	20,000	
Rtl Facilitator 1 FTE benefits see description of activities above	20,000	
	Books and Supplies	4000–4999
Purchase the Steck-Vaughn <i>California Gateway</i> RLA Intervention program components to ensure a comprehensive implementation of the intervention program. 50 sets each Level 1A, Level 1B, Level 2 and Level 3 materials for students who qualify for a reading intensive intervention program at grades 4,5 and 6 including EL and SWD students as appropriate to their needs.	\$53,145	4100
	Services and Other Operating Expenditures	5000-5999
Houghton Mifflin training, coaching and modeling K-3 teachers by Action Learning Systems consultants with 1 day training, 2 days of demo lessons, 6 days 1 to 1 co-plan, co-teach, 2 days of accountability coaching @ \$ 22,000 plus 24 sub days @ \$ 115 per day \$ 2,760	24,760	5100
SB 472 training in ELA, math core and RLA and math intervention 5 teachers @ \$1,500 per teacher	10,375	5100

Cortada Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Gateway Professional Development from Action Learning Systems 8 teachers 3 days training, 2 days 1 to 1 co-plan co-teach, 1 day accountability coaching = \$ 12,000 and 28 sub days @ \$115=\$ 3,220	15,220	5100
Data Team Training with short cycle assessments three times per year for all staff @ \$ 5,000 = \$15,000 and sub days for each staff @ \$ 115 per day	22,590	5100
2 full day Rtl training for whole staff by Fagan Associates with follow up on site 3 times during year @ \$ 5,000 per day plus sub days @ \$ 115 per day for three days for each teacher	25,060	5100
ELD/SDAIE Training whole staff by Action Learning Systems 2 days training, 3 days demo lessons, 10 days 1 to 1 co-plan so-teach, 2 days accountability coaching = \$ 34,000 plus 50 sub days @ \$ 115 = \$ 5,750	39,750	5100
Technical Assistance and Support Provider Fagan Associates to include site visitation and technical support each month for 10 months to monitor the implementation of the SIG grant and school's Corrective Action/Alternative Governance Plan	100,000	5100
Indirect Costs	32,381	7310

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Durfee

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
	Certificated Personnel Salaries	1000– 1999
Math Coach provide on-site daily support to all K-8 teachers in the full and appropriate implementation of the math core Grades K-5, MacMillan/McGraw-Hill, <i>California Mathematics</i> ; Grades 6-7, Holt <i>California Mathematics Course 1 and 2</i> ; Grade 8, <i>Holt California Mathematics Algebra</i> . and Harcourt <i>California the Fast Forward</i> math intervention program . The Math Coach will provide demonstration lessons, co-plan, co-teach, meet with data teams, monitor student achievement in math and sit on Rtl team to support the organization of the math intervention program.	55,000 1 FTE	1100
Response to Intervention (Rtl) Facilitator will be responsible for coordinating the intervention system on campus and chair the Rtl team to place all students in RLA and/or math interventions based on assessed needs. Facilitator will organize data for PLC meetings and Compelling conversations each trimester, monitor the student referral process and work with general and special ed. staff to build a comprehensive inclusion program	55,000 1 FTE	1100
Reading Intervention Teacher will provide direct instructional support to grades 4,5,6 students in need of the READ 180 Intervention program who will be served being in fall 2010.	55,000 (1 FTE)	1100

Durfee Activity Description (See instructions)	Subtotal (For each activity)	Object Code
	Employee Benefits	3000– 3999
Math coach 1 FTE benefits see description of activities above	20,000	
RtI Facilitator 1 FTE benefits see description of activities above	20,000	
Reading Intervention teacher 1 FTE benefits see description of activities above	20,000	
	Books and Supplies	4000– 4999
Purchase more Scholastic READ 180 licenses with 45 System 44 @ \$709 = \$ 31,905, to expand the RLA intervention for grades 4, 5 and 6 and ELL students appropriately placed in the RLA intervention program	31,905	4100
AVID middle school libraries 2 sets per year @ \$4,865.50 for each of three years. AVID will be implemented beginning in grade 7 in 2010, grade 8 in 2011 and grade 6 in 2012.	9,731	4200
	Services and Other Operating Expenditures	5000-5999
Direct Instruction Professional Development in math with each teacher provided by Action Learning Systems: 6 days of demo lessons @ \$2000, 14 days of Co-Plan, Co-Teach @ \$2000 and 2 Days of Accountability Coaching = \$ 44,000 with 14 teachers x 4 days of substitutes @ \$115 per day = \$6,440	50,440	5100
AVID teacher training @ 4,384.50 per teacher x 2 teachers per year for three years. School will implement AVID 2010 beginning with grade 7 and implement grade 8 in 2011 and grade 6 in 2012. Teachers will attend the AVID conference and select workshops based on need	8,769	5100

Durfee Activity Description (See instructions)	Subtotal (For each activity)	Object Code
AVID enrichment field trips to colleges @ \$1,250 per trip x 2 per year for three years. AVID students will be taken to local colleges two times per year to connect students to post secondary education and motivate them to attend college.	2,500	4300
Rtl training for whole staff 2 days with three follow up days on site by Fagan Associates. 2 Rtl Consultants for two days training @ \$ 2,400 per day for two days = \$ 9,600 plus training materials \$3,200 .Additional three days of on- site support @ \$2,400=\$7,200. plus 53 teachers x 5 days x \$115.00 for subs = \$30,474	\$50,474	5100
SB 472 training in core RLA and math and RLA and/or math intervention @ \$1,500 per teacher for 8 teachers. plus substitutes 8 teachers x 5 days x \$115 = \$4,600.	76,775	5100
Data Team Training with short cycle assessments will train whole staff three times per year for three years. Whole staff will be trained in the use of short cycle assessments during Data Team meetings to learn how to analyze data in ELA and math, disaggregate data by subgroups and to translate data information into instructional SMART goals and inform instruction to increase student achievement. by Fagan Associates 3 days @ \$5,000 per day = \$ 15,000 plus 40 teachers x 3 days x \$115 per sub =\$ 13,800	28,800	5100
Technical Assistance and Support Provider Fagan Associates. Conduct monthly on site visits 10 times per year for three years to ensure that SIG grant is implemented as designed and provide technical assistance in implementing the Program Improvement Alternative Governance Plan as written. Focused on increasing student learning to by engaging staff in data analysis and monitoring of the instructional program so that school will meet accountability API and AYP targets.	100,000	5100
Indirect costs	32,025	7310

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Gidley

Gidley Activity Description (See instructions)	Subtotal (For each activity)	Object Code
	Certificated Personnel Salaries	1000– 1999
Math Coach provide on-site daily support to all K-8 teachers in the full and appropriate implementation of the math core grades K-5, MacMillan/McGraw-Hill, <i>California Mathematics</i> ; Grades 6-7, Holt <i>California Mathematics Course 1 and 2</i> ; Grade 8, <i>Holt California Mathematics Algebra</i> . and Harcourt <i>California the Fast Forward</i> math intervention program .The Math Coach will provide demonstration lessons, co-plan, co-teach, meet with data teams, monitor student achievement in math and sit on Rtl team to support the organization of the math intervention program.	55,000(1 FTE)	1100
Reading Coach will provide on-site daily support to all K-8 teachers in the full and appropriate implementation of the ELA core K-5 Houghton Mifflin <i>A Legacy of Literacy 2003</i> , 6-8 Holt <i>Literature and Language Arts 2003</i> and <i>Scholastic READ 180</i> intensive intervention program for grades 4-8. The reading coach will provide demonstration lessons, co-plan, co-teach, meet with data teams, monitor student achievement in RLA and sit on Rtl team to support the organization of the RLA/ELD core and intervention programs.	55,000 (1 FTE)	1100
Student counselor will provide all students on campus with counseling support both on an individual and group basis based on academic and social need and connect students and families to community services	55,000 (1 FTE)	1200

Gidley Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Content Teachers additional tutoring of ELL students @ \$38.64 per hr x 8 hr x 40 wks x 7 teachers \$ 86,554 Science and Social Studies teachers will provide additional tutoring after school for ELL students to develop content vocabulary and concept development	86,554	1100
	Employee Benefits	3000–3999
Math coach 1 FTE benefits see description of activities above	20,000	
Reading Coach 1 FTE benefits see description of activities above	20,000	
Student Counselor 1 FTE benefits see description of activities above	20,000	
Content teacher additional tutorial hours benefits see description of activities above	17,741	
	Books and Supplies	4000–4999
Purchase more Scholastic <i>READ 180</i> licenses 125 System 44 @ \$709 and 30 licenses Level B @ \$709 to expand the RLA intervention for grades 4, 5 and 6 and ELL students appropriately placed in the RLA intervention program	109,895	4100
Purchase Scholastic <i>READ 180</i> Libraries @ \$7,500 x 4 = \$30,000 to support the <i>READ 180</i> RLA intervention program expansion	30,000	4200
Purchase <i>READ WELL</i> reading supplemental support program grades 1-3 reading materials \$4,000 each year for three years	4,000	4200
AVID middle school libraries 2 sets per year @ \$4,865.50 for each of three years. AVID will be implemented beginning in grade 7 in 2010, grade 8 in 2011 and grade 6 in 2012.	9,731	4200

Gidley Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Purchase Scholastic Reading licenses @ \$ 750 per license x 3 = \$ 2,250 to support reading intervention program.	2,250	4200
	Services and Other Operating Expenditures	5000-5999
Direct Instruction Professional Development in math with each teacher provided by Action Learning Systems 1 day training:4 days of demo lessons @ \$2000,14 days of Co-Plan, Co-Teach @ \$2000 and 2 Days of Accountability Coaching= \$ 42,000 with 14 teachers x 21 days of substitutes @ \$115 per day = \$33,810	76,810	5100
AVID teacher training @ \$4,384.50 per teacher x 2 teachers per year for three years. School will implement AVID 2010 beginning with grade 7 and implement grade 8 in 2011 and grade 6 in 2012. Teachers will attend the AVID conference and select workshops based on need.	8,769	5100
AVID enrichment field trips to colleges @ \$1,250 per trip x 2 per year for three years. AVID students will be taken to local colleges two times per year to connect students to post secondary education and motivate them to attend college.	2,500	5100
Rtl training for whole staff 2 days with three follow up days on site by Fagan Associates. 2 Rtl Consultants for two days training @ \$ 2,400 per day for two days = \$ 9,600 plus training materials \$3,200 .Additional three days of on-site support @ \$2,400=\$7,200 x30 teachers x2 days x \$115 subs = \$6,900	26,900	5100
SB 472 training in core RLA and math and RLA and math intervention @ \$1,500 per teacher for 18 teachers \$27,00 plus substitutes 18 teachers x 5 days x \$115 = \$10,350.	37,350	5100

Gidley Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Data Team Training with short cycle assessments train whole staff three times per year for three years in the use of short cycle assessments during Data Team meetings to learn how to analyze data in ELA and math, disaggregate data by subgroups and to translate data information into instructional SMART goals. by Fagan Associates 3 days @ \$5,000 per day = \$ 15,000 plus 30 teachers x 3 days x \$115 per sub	25,350	5100
Technical Assistance and Support Provider Fagan Associates. Conduct monthly on site visits 10 times per year for three years to ensure that SIG grant is implemented as designed and provide technical assistance in implementing the Program Improvement Alternative Governance Plan as written. Focused on increasing student learning by engaging staff in data analysis and monitoring of the instructional program so that school will meet accountability API and AYP targets.	100,000	5100
	Capital Outlay	6000-6999
20 Computers for <i>READ 180</i> RLA intervention program @ \$900 to expand program in order to serve more students in grades 4,5,6 and ELL students using System 44 program	18,000	6400
Indirect Costs	42,791	7310

SIG Form 5b–School Budget Narrative School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Potrero

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
	Certificated Personnel Salaries	1000– 1999
Math Coach provide on-site daily support to all K-8 teachers in the full and appropriate implementation of the math core Grades K-5, MacMillan/McGraw-Hill, <i>California Mathematics</i> ; Grades 6-7, Holt <i>California Mathematics Course 1 and 2</i> ; Grade 8, <i>Holt California Mathematics Algebra</i> . and Harcourt <i>California the Fast Forward</i> math intervention program . The Math Coach will provide demonstration lessons, co-plan, co-teach, meet with data teams, monitor student achievement in math and sit on Rtl team to support the organization of the math intervention program.	55,000 1 FTE	1100
Response to Intervention (Rtl) Facilitator will be responsible for coordinating the intervention system on campus and chair the Rtl team to place all students in RLA and/or math interventions based on assessed needs. Facilitator will organize data for PLC meetings and Compelling conversations each trimester, monitor the student referral process and work with general and special ed. staff to build a comprehensive inclusion program	55,000 1 FTE	1100
	Employee Benefits	3000– 3999
Math coach 1 FTE benefits see description of activities above	20,000	
Rtl Facilitator 1 FTE benefits see description of activities above	20,000	

Potrero Activity Description (See instructions)	Subtotal (For each activity)	Object Code
	Books and Supplies	4000– 4999
Purchase more Scholastic <i>READ 180</i> licenses with 125 System 44 @ \$24,709 = \$ 88,625, 30 licenses at Level B @ 709 = \$ 21,270 to expand the RLA intervention for grades 5 and 6 and ELL students appropriately placed in the RLA intervention program	109,895	4100
AVID middle school libraries 2 sets per year @ \$4,865.50 for each of two years. AVID will be implemented beginning in grade 7 in 2011, grade 8 in 2012.	9,731	4200
	Services and Other Operating Expenditures	5000-5999
Direct Instruction Professional Development in math with each teacher provided by Action Learning Systems: 6 days of demo lessons @ \$2000, 17 days of Co-Plan, Co-Teach @ \$2000 and 2 Days of Accountability Coaching = \$ 52,000 with 17 teachers x substitutes @ \$115 per day = \$19,995	52,000	5100
RtI training for whole staff 2 days with three follow up days on site by Fagan Associates. 2 RtI Consultants for two days training @ \$ 2,400 per day for two days = \$ 9,600 plus training materials \$3,200 .Additional three days of on-site support @ \$2,400=\$7,200	20,000	5100
Data Works student work calibration and staff training \$ 4,500 x 2 days training, \$5,500 analysis and in-service 1 day, classroom observations with in-service of results to staff @ \$10,000 x 3. Purpose is to align instruction to grade level standards and train staff in how to calibrate student instruction, assignments and homework to grade standards.	59,000	5100
SB 472 training in core RLA and math and RLA and/or math intervention @ \$1,500 per teacher for 8 teachers. plus substitutes 8 teachers x 5 days x \$115 = \$4,600.	16,600	5100

Potrero Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Data Team Training with short cycle assessments will train whole staff three times per year for three years. Whole staff will be trained in the use of short cycle assessments during Data Team meetings to learn how to analyze data in ELA and math, disaggregate data by subgroups and to translate data information into instructional SMART goals and inform instruction by Fagan Associates 3 days @ \$5,000 per day	15,000	5100
Technical Assistance and Support Provider Fagan Associates. Conduct monthly on site visits 10 times per year for three years to ensure that SIG grant is implemented as designed and provide technical assistance in implementing the Program Improvement Alternative Governance Plan as written. Focused on increasing student learning by engaging staff in data analysis and monitoring of the instructional program so that school will meet accountability API and AYP targets.	100,000	5100
AVID enrichment field trips to colleges two times per year for two years to encourage students to be attend college. Program will be implemented in 2011 for grade 7 and 2012 for grade 8	2,500	4300
AVID teacher training @ \$4,384.50 per teacher x 2 teachers to include AVID conference and workshops to begin in 2011 with grade 7 and 2012 grade 8.	8,769	5100

	Capital Outlay	6000-6999
Electronic Readers for EL students with library sets for grade 7 and 8 @ \$22,500 per set = \$45,000. These materials will be provided to EL students to increase reading comprehension, vocabulary.	\$45,000	6400
3 storage carts for libraries @ \$ 2,700 for EL students	\$ 8,100	6400
10 computers for 3 additional READ 180 classes = 30 computers @ \$ 900 in order to add RLA intervention classes for grades 5 and 6 and ELL students who qualify for RLA Intervention support	\$ 27,000	6400
30 Head sets with mouth piece @ \$20 for 3 READ 180 classes (see above)	\$ 600	6400
Indirect costs	\$33,055	7310

Object of Expenditure Codes

School districts and county superintendents of schools are required to report expenditures in

accordance with the object classification plan in the California School Accounting Manual. The use of these object codes will facilitate the preparation of budgets and the various financial reports requested by federal, state, county, and local agencies. The California School Accounting Manual is available from the CDE Publication Sales (call 1-800-995-4099).

1000–1999 Certificated Personnel Salaries

- 1100 Certificated Teachers' Salaries
- 1200 Certificated Pupil Support Salaries
- 1300 Certificated Supervisors' and Administrators' Salaries
- 1900 Other Certificated Salaries

2000–2999 Classified Personnel Salaries

- 2100 Classified Instructional Salaries
- 2200 Classified Support Salaries
- 2300 Classified Supervisors' and Administrators' Salaries
- 2400 Clerical, Technical, and Office Staff Salaries
- 2900 Other Classified Salaries

3000–3999 Employee Benefits

- 3101 State Teachers' Retirement System, certificated positions
- 3102 State Teachers' Retirement System, classified positions
- 3201 Public Employees' Retirement System, certificated positions
- 3202 Public Employees' Retirement System, classified positions
- 3301 OASDI/Medicare/Alternative, certificated positions
- 3302 OASDI/Medicare/Alternative, classified positions
- 3401 Health and Welfare Benefits, certificated positions
- 3402 Health and Welfare Benefits, classified positions
- 3501 State Unemployment Insurance, certificated positions
- 3502 State Unemployment Insurance, classified positions
- 3601 Workers' Compensation Insurance, certificated positions
- 3602 Workers' Compensation Insurance, classified positions
- 3701 OPEB, Allocated, certificated positions
- 3702 OPEB, Allocated, classified positions
- 3751 OPEB, Active Employees, certificated positions
- 3752 OPEB, Active Employees, classified positions
- 3801 PERS Reduction, certificated positions
- 3802 PERS Reduction, classified positions
- 3901 Other Benefits, certificated positions
- 3902 Other Benefits, classified positions

4000–4999 Books and Supplies

- 4100 Approved Textbooks and Core Curricula Materials
- 4200 Books and Other Reference Materials
- 4300 Materials and Supplies
- 4400 Noncapitalized Equipment
- 4700 Food

5000–5999 Services and Other Operating Expenditures

- 5100 Subagreements for Services
- 5200 Travel and Conferences
- 5300 Dues and Memberships
- 5400 Insurance

Object of Expenditure Codes, Page 2

5000–5999 Services and Other

5500 Operations and Housekeeping Services
 5600 Rentals, Leases, Repairs, and Noncapitalized Improvements
 5700–5799 Transfers of Direct Costs
 5710 Transfers of Direct Costs
 5750 Transfers of Direct Costs—Interfund
 5800 Professional/Consulting Services and Operating Expenditures
 5900 Communications

6000–6999 Capital Outlay

6100 Land
 6170 Land Improvements
 6200 Buildings and Improvements of Buildings
 6300 Books and Media for New School Libraries or Major Expansion of School Libraries
 6400 Equipment
 6500 Equipment Replacement
 6900 Depreciation Expense (for proprietary and fiduciary funds only)

7000–7499 Other Outgo

7100–7199 Tuition

7110 Tuition for Instruction Under Interdistrict Attendance Agreements
 7130 State Special Schools
 7141 Other Tuition, Excess Costs, and/or Deficit Payments to Districts or Charter Schools
 7142 Other Tuition, Excess Costs, and/or Deficit Payments to County Offices
 7143 Other Tuition, Excess Costs, and/or Deficit Payments to JPAs

7200–7299 Interagency Transfers Out

7211 Transfers of Pass-Through Revenues to Districts or Charter Schools
 7212 Transfers of Pass-Through Revenues to County Offices
 7213 Transfers of Pass-Through Revenues to JPAs
 7221 Transfers of Apportionments to Districts or Charter Schools
 7222 Transfers of Apportionments to County Offices
 7223 Transfers of Apportionments to JPAs
 7281 All Other Transfers to Districts or Charter Schools
 7282 All Other Transfers to County Offices
 7283 All Other Transfers to JPAs
 7299 All Other Transfers Out to All Others

7300–7399 Transfers of Indirect Costs (Effective 2008-09)

7310 Transfers of Indirect Costs 7350 Transfers of Indirect Costs—Interfund
 7370 Transfers of Direct Support Costs (Valid through 2007-08)
 7380 Transfers of Direct Support Costs—Interfund (Valid through 2007-08)

7430–7439 Debt Service

7432 State School Building Repayments
 7433 Bond Redemptions
 7434 Bond Interest and Other Service Charges
 7435 Repayment of State School Building Fund Aid—Proceeds from Bonds
 7436 Payments to Original District for Acquisition of Property
 7438 Debt Service—Interest
 7439 Other Debt Service—Principal

SIG Form 6—General Assurances and Certifications

General Assurances (Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at <http://www.cde.ca.gov/fq/fo/fm/>. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from <http://www.cde.ca.gov/fq/fo/fm/>, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)**Sub-grant Conditions and Assurances**

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	El Monte City Elementary School District
Authorized Executive:	Jeff Seymour, Superintendent
Signature of Authorized Executive	

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

El Monte City Elementary School District

3540 N. Lexington Ave.

El Monte, CA 91731

Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant:

El Monte City Elementary School District

Name of Program:

School Improvement Grant (SIG)

Printed Name and Title of Authorized Representative:

Jeff Seymour, Superintendent

Signature: _____

Date: **June 28, 2010**

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit [Standard Form - LLL, "Disclosure Form to Report Lobbying."](#) (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: **EI Monte City Elementary School District**

Name of Program: **School Improvement Grant (SIG)**

Printed Name and Title of Authorized Representative: **Jeff Seymour, Superintendent**

Signature: _____ Date: **June 28, 2010**

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant:

El Monte City Elementary School District

Name of Program:

School Improvement Grant (SIG)

Printed Name and Title of Authorized Representative:

Jeff Seymour, Superintendent

Signature: _____

Date: **June 28, 2010**

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

☐ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9—Schools to Be Served
Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
Columbia Elementary	19-64501-6013155	01347061290			X							\$1,236,635
Cortada Elementary	19-64501-6013163	01348061290			X							\$1,567,643
Durfee Elementary	19-64501-6013171	01349061290			X							\$1,346,339
Gidley Elementary	19-64501-6013197	01350061290			X							\$1,840,247
Potrero Elementary	19-64501-6013247	01356061290			X							\$1,239,596

SIG Form 11–Implementation Chart for a Tier III School

Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

School: Columbia School El Monte City School District Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation <input checked="" type="checkbox"/> <u>Other</u> Columbia has chosen to implement a number of actions based on selected Interventions from the Turnaround/Transformation Models including replacing the principal, adopting a new governance structure which includes a district Turnaround Leader, using data to implement an instructional program that is research based, increasing instructional time, establishing a master schedule that includes both strategic and intensive intervention support in RLA and math, professional development inclusive of training and coaching in RLA and math, full implementation of an Rtl system and new social-emotional systems with a behavior system, academic recognition programs and social activities. All activities are aligned the current Academic Program Survey definition of effective instructional programs. Total FTE required: <u> .2 </u> FTE LEA <u> </u> School <u> 2.0 </u> FTE <u> Other </u>					
Services & Activities	Timeline	Projected Costs		Other Resources	Oversight (LEA / School)
		School	LEA		
Replace the principal and grant the new principal sufficient operational flexibility to implement fully and effectively a comprehensive approach in order to substantially improve student achievement outcomes.	September 2009			District general funds	LEA Turnaround Leader, Superintendent, Assist. Supt. Instruction
Teacher placement or reassignment completed or planned for next year based on student achievement needs. In addition to a new principal and new Dean of Students the school has made and will make the following changes:	September 2009-2010 September 2010-2011				Principal Assist. Supt. Human Resources

Columbia Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Establish schedules and implement strategies that provide increased learning time:</p> <ul style="list-style-type: none"> Revise Master Schedule to increase interventions in reading & math provide flexible support classes based on most recent assessments Eliminate homeroom time Reduce passing periods Add additional time to math Continue double block RLA Increase strategic RLA time grades 1-3 Hire teachers to help revise master schedule to include all appropriate interventions Incorporate AVID program gr.8 for 2010,adding gr. 7 in 20011 and add gr. 6 2012. 	<p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>				<p>Turnaround Leader Principal Dean of Students School Leadership Team</p>
<p>Adopt a new governance structure by hiring a district level Turnaround Leader (20% FTE) to monitor and support new principal and staff:</p> <ul style="list-style-type: none"> Conduct weekly campus visits with classroom walkthroughs Oversee the analysis and use of assessment data Hold weekly meetings with principal to provide support and principal coaching 	<p>2010-2011 2011-2012 2012-2013</p>	<p>\$25,000</p>			<p>Superintendent Assist. Supt. Of Instruction Turnaround Leader Principal</p>

Columbia Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>District Turnaround Leader continued:</p> <ul style="list-style-type: none"> • Monitor the implementation of the core ELA and math programs to ensure fidelity to program design • Monitor the implementation of the RLA and math strategic support and intensive intervention programs • Monitor the correct placement of all students needing additional support including FBB,BB, SWD and EL students • Monitor the implementation of the site Alternative Governance Plan and the SIG grant 	<p>2010-2011 2011-2012 2012-2013</p>				<p>Superintendent Assist. Supt. Of Instruction</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade level to the next.</p> <ul style="list-style-type: none"> • Identify and fully Implement grade 4-8 Intensive Intervention RLA program National Geographic <i>Inside Language, Literacy and Content 4-8</i> serving FBB, BB students including SWD and EL students as appropriate 	<p>2009-2010</p>	<p>\$25,415</p>			<p>Assist. Supt. Of Instruction PI Administrator Principal</p>

Columbia Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Use data to identify and implement an instructional program continued:</p> <ul style="list-style-type: none"> • Provide teachers time to meet and analyze student data in ELA and math from the new EADMS data system • Purchase additional components of the <i>Inside Language</i> program including the on-line coach and leveled readers • Implement an early reading Intervention program for students in grades 1-3 identified through multiple assessments as needing additional instructional support • use SRA <i>Early Literacy Interventions in Reading 2005</i> to supplement the core instructional program and extend the daily minutes of RLA for strategic and intensive students 	<p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2010-2011</p> <p>2010-2011 On-going</p> <p>2010-2011 On-going</p>	<p></p> <p>\$25,415</p> <p></p> <p>\$6,000</p>	<p></p> <p></p> <p></p> <p></p>	<p>Title I funds</p>	<p>PI Administrator Principal Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal RLA Coach RtI Facilitator</p> <p>Turnaround Leader Principal RLA Coach RtI Facilitator</p>
<p>Provide staff ongoing, high quality, job-embedded professional development aligned with school's comprehensive instructional program to support teachers in the implementation of the core ELA and math programs.</p>					

Columbia Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Professional development continued: <ul style="list-style-type: none"> Continue RLA coach support to ensure effective and full implementation of the core K-5 Houghton Mifflin <i>A Legacy of Literacy 2003</i>, 6-8 Holt <i>Literature and Language Arts 2003</i> and National Geographic <i>Inside Language, Literacy and Content</i> intensive intervention program for grades 4-8 Provide National Geographic online Data Driven Instruction course for teachers K-8 Provide SB 472 training for all teachers in the new math core adoption Grades K-5, MacMillan/McGraw-Hill, <i>California Mathematics</i>; Grades 6-7, Holt <i>California Mathematics Course 1 and 2</i>; Grade 8, Holt <i>California Mathematics Algebra</i>. with 80 hrs of practicum Hire a math coach to ensure full implementation of the newly adopted math core and math intervention programs 	2010-2011 On-going				Turnaround Leader Principal
	2010-2011 2011-2012 2012-13	\$ 6,050			Turnaround Leader Principal
	2010-2011 2011-2012 2012-13	\$31,125			Director of Curr. and Instruction Turnaround Leader Principal
	2010-2011 2011-2012 2012-2013	\$75,000			Turnaround Leader Principal

Columbia Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Professional development continued: <ul style="list-style-type: none"> Contract with a consultant to provide on-going on-site modeling, demonstration lessons and support in math core differentiated instruction Provide all staff Rtl training and follow up consultation to ensure school has a system in place to be responsive to student instructional needs Provide professional development for teachers in the use of short cycle assessments and in data teams Contract with consultant to provide Direct Instruction training in math and follow up coaching 	2010-2011 September 2010 2010-2011 2010-2011 2011-2012 2012-2013 2010-2011	\$29,900 \$20,000 \$32,940 \$69,000			Action Learning Systems Turnaround Leader Principal Turnaround Leader Principal
Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students <ul style="list-style-type: none"> Fully utilize the new district EADMS data management system to track student achievement on formative, interim and summative assessments 	2009-2010 2010-2011 2011-2012 2012-2013				Turnaround Leader Principal Reading coach Math coach Rtl facilitator

Columbia Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Promote the continuous use of student data continued:</p> <ul style="list-style-type: none"> Continue to use data to track student achievement and make schoolwide instructional decisions regarding all resources including time, personnel, schedules, funding, Continue to schedule and hold PLC data team meetings two times per month to review data, plan instruction and develop intervention strategies and instruction in RLA and math Continue principal/teacher Compelling Conversations four times per year to go over student data and set goals for student achievement 	<p>2009-2010</p> <p>2009-2010</p> <p>2009-2010</p>				<p>Turnaround Leader Principal Rtl facilitator Teacher Leaders</p> <p>Turnaround Leader Principal Rtl facilitator Teacher Leaders</p> <p>Turnaround Leader Principal Rtl facilitator</p>
<p>Fully Implement a Response to Intervention(Rtl) System of Support schoolwide</p> <ul style="list-style-type: none"> Train principal, leadership and staff in core principles of Rtl Use diagnostic entry and exit criteria and assessments, formative assessments, district benchmarks, CELDT data for EL students to place students 	<p>2010-2011</p> <p>2010-2011</p> <p>On-going</p>	<p>\$20,000</p>			<p>Turnaround Leader Principal Rtl facilitator</p>

Columbia Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
<p>Response to Intervention continued :</p> <ul style="list-style-type: none"> • Build a system of response for students not responding to core instruction in ELA and math with an Rtl team, student referral process and a system of strategic and intensive interventions to meet all student's needs. • Hire Rtl facilitator to coordinate a site Rtl team to match student needs to school resources and support teachers in the monitoring, collecting and analyzing of data in RLA and math • Organize data to be used for compelling conversations and grade level meetings • Monitor the progress of SWD students to ensure correct placement in RLA and math classes in the least restrictive setting with inclusion model • Support strategic learners with the implementation of a new AVID program designed to provide tutorials, weekly binder and notebook checks and weekly academic checks. 	2009-2010 2010-2011 2011-2012 2012-20-13			Title I QEIA District general funds	Turnaround Leader Principal Rtl facilitator Teacher Leaders
	2010-2011 2011-2012 2012-20-13	\$75,000			Turnaround Leader Principal
	2010-2011 2011-2012 2012-20-13				Turnaround Leader Principal
	2010-2011 2011-2012 2012-20-13				Turnaround Leader Principal Rtl facilitator Teacher Leaders
	2010-2011 2011-2012 2012-20-13	\$21,000			Turnaround Leader Principal AVID teachers

Columbia Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Provide appropriate social-emotional support for students continued <ul style="list-style-type: none"> Implement a grade 1-8 Student Congress, Academic Spirit Days, Testing Strategies of the Month Hold CST rallies, Conduct Morning Messages with positive messages that encourage academic excellence Provide clubs for students at lunch and open the computer lab and library for students at lunch 	2009-2010 2009-2010 2009-2010	\$10,000			Principal Dean of Students Staff
Community –oriented services and supports for students includes: <ul style="list-style-type: none"> ASPIRE –After school program KIDS Campus BIG SMILES Mental Health services Almanson Pomona Court House-Truancy and Teen Court SB 65 Outreach counselor LA CO. Rescue-Fire Department mentorship LA County –Science camp Summer Academy- Tech Trek 	2009-2010 On-going				Principal Dean of Students Staff Principal Dean of Students Staff Principal Dean of Students Staff Principal Dean of Students Staff

Columbia Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Response to Intervention continued: <ul style="list-style-type: none"> Restructure campus with all grade levels moved in proximity to each other to provide increased flexible grouping with differentiated instruction. Grades 7-8 will regroup students within periods and re-teach concepts or provide enrichment. 	2009-2010 On-going				Turnaround Leader Principal
Provide appropriate social-emotional support for students and increase students connection to school <ul style="list-style-type: none"> Decrease the suspensions and expulsions as a result of higher learning expectations Develop After school program with 10 clubs for students Institute Positive Achievement Program recognizing students with medals for proficient and advanced status, most improved, honor roll, reading improvement Create a new grade 7 and 8 discipline system with class to class consistent expectations Purchase software to track student behavior interventions 	2009-2010 On-going 2010-2011 2011-2012 20-12-13 2009-2010 On-going 2009-2010 On-going 2010-2011	\$21,592			Turnaround Leader Principal Dean of Students Principal Dean of Students Principal Dean of Students 7 th 8 th grade teachers

Columbia Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement , and is modified if deemed ineffective. Ensure the school receives ongoing intensive technical assistance and related support from LEA and or designated external lead partner organization</p> <ul style="list-style-type: none"> • Conduct on-going weekly classroom walk-through's to monitor the instructional program to ensure a standards-based program • Analyze student data with principal and provide coaching on instructional program implementation • Conduct campus visits including observations of the instructional program • Conduct site visitations to evaluate the implementation of the school's Alt. Gov. Plan • Conduct site visitations SIG grant as written to ensure a full program implementation with reports of progress to superintendent and cabinet. 	<p>2009-2010 On-going</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2009-2010 On-going</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	<p></p> <p></p> <p></p> <p>\$100,000</p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p></p>	<p>Turnaround Leader Principal</p> <p>Turnaround Leader</p> <p>Superintendent Assist. Supt. Of Instruction</p> <p>Fagan Associates Superintendent Assist. Supt. Of Instruction</p> <p>Fagan Associates Superintendent Assist. Supt. Of Instruction</p>

SIG Form 11—Implementation Chart for a Tier III School

School: Cortada School El Mont City School District Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation <input checked="" type="checkbox"/> <u>Other</u> Cortada has chosen to implement a number of actions based on the selected Interventions from the Turnaround/Transformation Models including adopting a new governance structure which includes a district Turnaround Leader, using data to implement an instructional program that is research based, increasing instructional time, establishing a master schedule that includes both strategic and intensive intervention support in RLA and math, professional development inclusive of training and coaching in RLA and math, full implementation of an Rtl system and new social-emotional systems with a behavior system, academic recognition programs and social activities. All activities are aligned the current Academic Program Survey definition of effective instructional programs. Total FTE required: <u>.2</u> LEA <u>4.0</u> School <u>4.0</u> Other					
Services & Activities	Timeline	Projected Costs		Other Resources	Oversight (LEA / School)
Teacher placement or reassignment completed or planned for next year based on student achievement needs. The school has made and will make the following changes: for 2010-2011 <ul style="list-style-type: none"> • New RLA coach • New math coach • New Rtl Facilitator • New reading Interv. teacher • Teacher placement based on student performance data. 	2010-2011	\$ 75,000			Turnaround Leader Principal
	On-going	\$ 75,000			
		\$ 75,000			
		\$ 75,000			
					Turnaround Leader Principal

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Services & Activities	Timeline	Projected Costs School LEA	Other Resources	Oversight (LEA / School)
<p>Establish schedules and implement strategies that provide increased learning time:</p> <ul style="list-style-type: none"> • Revise all classroom daily schedules to ensure that students receive minutes of instruction in core RLA and math per school findings in APS • Align core ELA time for K-3 in order to provide an additional 45 minute supplemental UA time for strategic and intensive students . • Implement Steck-Vaughn <i>California Gateway</i> intensive intervention program for grade 4-6 students at FBB and BB • Provide math intervention for grades 4-6 using Harcourt <i>California Fast Forward</i> for students needing that support • Hire an RLA intervention teacher to provide Intensive intervention <i>Gateway</i> RLA program and then to push into regular class to support UA • Monitor teachers daily schedules to ensure sufficient instructional minutes in the core program is provided 	<p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	<p>\$ 53,145</p> <p>\$75,000</p>		<p>Turnaround Leader Principal School Leadership Team</p> <p>Turnaround Leader Principal Reading coach Grade level teachers</p> <p>Turnaround Leader Principal Reading coach Reading Intervention teacher</p> <p>Turnaround Leader Principal Math coach</p>

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Establish schedules revised continued:</p> <ul style="list-style-type: none"> Restructure RLA time for grades 1,2, and 3 to include SWD students with non identified students for a 45 minute block of additional RLA time Restructure a portion of day for grades 4-6 to provide targeted strategic support in RLA with SWD and non-SWD students together. <p>Adopt a new governance structure by hiring a district level Turnaround Leader (20% FTE) to monitor and support new principal and staff:</p> <ul style="list-style-type: none"> Conduct weekly campus visits with classroom walkthroughs Oversee the analysis and use of assessment data to make instructional decisions Hold weekly meetings with principal to provide support and principal coaching Monitor the implementation of the core ELA and math 	<p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	<p></p> <p></p> <p>\$25,000</p>	<p></p> <p></p> <p></p>	<p></p> <p></p> <p></p>	<p>Turnaround Leader Principal Reading coach Reading teacher</p> <p>Turnaround Leader Principal Reading coach Reading teacher</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p>

Services & Activities	Timeline	Projected Costs School	LEA	Other Resources	Oversight (LEA / School)
<p>Adopt a new governance structure continued:</p> <ul style="list-style-type: none"> • Monitor the implementation of the RLA and math strategic support and intensive intervention programs • Monitor the correct placement of all students needing additional support including FBB,BB, SWD and ELL's • Monitor professional development activities to ensure an increase in instructional staff effectiveness • Monitor the implementation of the school Corrective Action Plan and SIG grant 	<p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>				<p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade level to the next.</p> <ul style="list-style-type: none"> • Purchase Steck-Vaughn <i>California Gateway</i> RLA intensive Intervention program including 50 sets of Level 1A,Level 1B,Level2 and Level 3 materials for grade 4-6 FBB and BB students including ELs and SWD students as appropriate 	<p>2010-2011 2011-2012 2012-2013</p>	<p>\$53,145</p>			<p>Turnaround Leader Principal Reading Coach Reading Intervention teacher</p>

Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
<p>Use data to identify and implement an instructional program continued:</p> <ul style="list-style-type: none"> • Provide teachers time to meet and analyze student data in ELA and math from the new EADMS data system • Hire an Rtl facilitator to coordinate the intervention programs, collect data for teacher analysis, lead the Rtl team in matching student needs to school resources in a flexible system of support for all students including ELL's and SWD's. 	<p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	\$75,000		Title I	<p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p>
<p>Provide staff ongoing, high quality, job-embedded professional development aligned with school's instructional program to support teachers in the implementation of the core ELA and math programs</p> <ul style="list-style-type: none"> • Hire a RLA coach support to ensure effective and full implementation of the core K-5 Houghton Mifflin <i>A Legacy of Literacy 2003</i>, 6-8 Holt <i>Literature and Language Arts 2003</i> and Steck-Vaughn <i>California Gateway</i> intensive intervention program for grades 4-6 	<p>2010-2011 2011-2012 2012-2013</p>	\$75,000			<p>Turnaround Leader Principal</p>

Services & Activities	Timeline	Projected Costs School LEA	Other Resources	Oversight (LEA / School)
Provide staff ongoing, high quality, job-embedded professional development continued: <ul style="list-style-type: none"> • Provide materials based training for all teachers teaching the new RLA Intensive intervention program Steck-Vaughn <i>California Gateway</i> program • Provide SB 472 training for all teachers in math core adoption Grades K-5 MacMillan McGraw-Hill, <i>California Mathematics</i>; Grades 6 Holt <i>California Mathematics</i> with 80 hrs of practicum • Hire math coach to ensure full implementation of adopted math core and intervention programs with follow up to training and coaching provided by consultants • Contract with consultant to provide HM core demo lessons, co-plan co-teach and accountability coaching • Provide RLA Intervention <i>Gateway</i> program coaching gr. 4-6 teachers with co-plan, co-teach and accountability coaching 	20010-2011	\$ 10,375		Director of Curr. Turnaround Leader Principal
	2010-2011	\$ 10,375		Director of Curr. Turnaround Leader Principal
	2010-2011 2011-2012 2012-2013	\$75,000		Turnaround Leader Principal
	20010-2011	\$ 24,760		Action Learning Systems
	20010-2011	\$15,220		Action Learning Systems

Services & Activities	Timeline	Projected Costs School LEA	Other Resources	Oversight (LEA / School)
Professional development continued: <ul style="list-style-type: none"> Contract with a consultant to provide ELD/SDAIE training including demonstration lessons, Co-plan -Co-teach 1 to 1 support for teachers K-6 Provide all staff Rtl training and follow up consultation throughout the year to ensure school has a system in place to be responsive to student instructional needs with student referral process, Rtl team structure that support a flexible intervention system and a Rtl facilitator to coordinate and monitor all student placement Provide professional development for all teachers in Data Team Training for short cycle assessments with training three times per year 	September 2010 2010-2011	\$39,750		Action Learning Systems
	2010-2011	\$25,060		Turnaround Leader Principal Rtl facilitator Fagan Associates
	2010-2011 2011-2012 2012-2013	\$22,590		Turnaround Leader Principal Fagan Associates

Services & Activities	Timeline	Projected Costs		Other Resources	Oversight (LEA / School)
School	LEA				
Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students <ul style="list-style-type: none">Build a system of assessments that will measure the effectiveness of the instructional program with common assessments built by the staff, benchmarks, site assessments to measure skills across grade levelsFully utilize the new district EADMS data management system to track student achievement on formative, interim and summative assessmentsContinue to use data to track student achievement and make schoolwide instructional decisions regarding all resourcesContinue to schedule and hold PLC data team meetings two times per month to review data, plan instruction and develop intervention strategies and instruction in RLA and math	2010-2011 On-going				Turnaround Leader Principal Reading coach Math Coach
	2009-2010 2010-2011 2011-2012 2012-2013				Turnaround Leader Principal Reading coach Math Coach
	2009-2010 On-going				Turnaround Leader Principal Teacher Leaders
	2009-2010 On-going				Turnaround Leader Principal Teacher Leaders

Revised June 2010

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Promote the continuous use of student data to inform continued: <ul style="list-style-type: none"> Continue principal/teacher Compelling Conversations four times per year to go over student data and set goals for student achievement Monitor that instruction, class work and homework are aligned with grade level standards 	2009-2010 2010-2011 2011-2012 2012-2013 2010-2011 2011-2012 2012-2013				Turnaround Leader Principal Turnaround Leader Principal
Fully Implement a Response to Intervention(Rtl) System of Support schoolwide <ul style="list-style-type: none"> Train principal, leadership and staff in core principles of Rtl Use diagnostic entry and exit criteria and assessments, formative assessments, district benchmarks, CELDT data for EL students to place students Build a system of response for students not responding to core instruction in ELA and math with an Rtl team, student referral process. Build an inclusion program with special Ed. and general Ed. teachers 	2009-2010 2010-2011 2010-2011 2011-2012 2012-20-13 2010-2011 2011-2012 2012-2013 2010-2011 2011-2012 2012-2013	\$25,060			Fagan Associates Turnaround Leader Principal Rtl Facilitator Teacher Leaders Turnaround Leader Principal Rtl Facilitator Teacher Leaders Turnaround Leader Principal Rtl Facilitator Teacher Leaders

Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Fully Implement a Response to Intervention(Rtl) System continued:</p> <ul style="list-style-type: none"> Match student needs to school resources and support teachers in the monitoring, collecting and analyzing of data in RLA and math Organize data to be used for compelling conversations and grade level meetings Monitor the progress of EL and SWD students to ensure correct placement in RLA and math classes in the least restrictive setting <p>Provide appropriate social-emotional support for students and increase student connection to school</p> <ul style="list-style-type: none"> Continue SB 65 Outreach ASPIRE afterschool program Girls Scouts Almanson Mental Health Pomona Truancy Court El Monte Police Dept. Kids campus LACO Outdoor Science School West San Gabriel Dental Ass. Cortada Late Afternoon Clinic Shakey's Pizza, Brother's 	<p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2009-2010 2010-2011 2011-2012 2012-2013</p>				<p>Turnaround Leader Principal Rtl Facilitator</p> <p>Turnaround Leader Principal Rtl Facilitator</p> <p>Principal Dean of Students Rtl Facilitator</p> <p>Turnaround Leader Principal Dean of Students</p> <p>Principal Dean of Students Staff</p>

Services & Activities	Timeline	Projected Costs School LEA	Other Resources	Oversight (LEA / School)
<p>Conduct periodic reviews to ensure that curriculum is being implemented with fidelity, is having the intended impact on student achievement , is modified if deemed ineffective. Ensure the school receives intensive technical assistance from LEA or a designated provider</p> <ul style="list-style-type: none"> Conduct on-going weekly classroom walk-throughs to monitor implementation of instructional program to ensure a standards-based program Analyze student data with principal and provide coaching on instructional program implementation Conduct campus visits including observations of the instructional program to monitor instruction of grade level standards Conduct site visitations to evaluate the implementation of the SIG grant as written to ensure a full program implementation with reports of progress to superintendent and cabinet 	<p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2009-2010 On-going</p> <p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	<p>\$100,000</p>		<p>Principal Turnaround Leader</p> <p>Turnaround Leader Principal</p> <p>Superintendent Assist. Supt. Of Instruction</p> <p>Fagan Associates Superintendent Assist. Supt. Of Instruction</p>

SIG Form 11–Implementation Chart for a Tier III School

School: Durfee School El Monte City School District

Intervention Model: ☐ Turnaround ☐ Restart ☐ Closure ☐ Transformation

☒ Other Durfee has chosen to implement a number of actions based on the selected Interventions from the Turnaround/Transformation Models including replacing the principal, adopting a new governance structure which includes a district Turnaround Leader, using data to implement an instructional program that is research based, increasing instructional time, establishing a master schedule that includes both strategic and intensive intervention support in RLA and math, professional development inclusive of training and coaching in RLA and math, full implementation of an RtI system and new social-emotional systems with a behavior system, academic recognition programs and social activities. All activities are aligned the current Academic Program Survey definition of effective instructional programs.

Total FTE required: .2 FTE LEA 3.0 School Other

Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
Replace the principal and grant the new principal sufficient operational flexibility to implement fully and effectively a comprehensive approach in order to substantially improve student achievement outcomes.	September 2008			District general funds	LEA Turnaround Leader, Superintendent, Assist. Supt. Instruction
Teacher placement or reassignment completed or planned for next year based on student achievement needs. In addition to a new principal and new Dean of Students the school has made and will make the following changes:	September 2009-2010 September 2010-2011				Principal Assist. Supt. Human Resources

Durfee Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Establish schedules and implement strategies that provide increased learning time:</p> <ul style="list-style-type: none"> Revise Master Schedule to capture additional instructional time by eliminating Study Hall making each period two minutes longer. Students at the basic level will have a block schedule for math and PE in order to increase math instruction by 20 minutes Revise schedule to offer more sections of grade 7 and 8 math Purchase Scholastic <i>READ 180 System 44</i> for ELL students in program Institute grades 4-6 Scholastic <i>READ 180</i> RLA Intervention program and provide strategic grade 4-6 students with appropriate additional daily differentiated support Target and increase strategic RLA time grades 1-3 with additional universal access time during the day Institute AVID for grades 6,7,8 	<p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	<p></p> <p></p> <p></p> <p>\$31,905</p> <p></p> <p>\$ 21,000</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p>	<p>Turnaround Leader Principal School</p> <p>Principal Math coach Math teachers</p> <p>Principal Math coach Math teachers</p> <p>Principal Reading coach Reading intervention teacher</p> <p>Principal Reading coach Grade 1-3 teachers</p> <p>Principal AVID teachers</p>

Durfee Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Adopt a new governance structure by hiring a district level Turnaround Leader (20% FTE) to monitor and support new principal and staff:</p> <ul style="list-style-type: none"> • Conduct weekly campus visits with classroom walkthroughs • Oversee the analysis and use of assessment data to make instructional decisions • Hold weekly meetings with principal to provide support and principal coaching • Monitor the implementation of the core ELA and math programs to ensure fidelity to program design • Monitor the implementation of the RLA and math strategic support and intensive intervention programs • Monitor the correct placement of all students needing additional support including FBB,BB, SWD and ELL's • Monitor professional development activities to ensure an increase in instructional staff effectiveness • Monitor the implementation of the school Alt. Governance Plan and SIG grant 	<p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	<p>\$25,000</p>			<p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p>

Durfee Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade level to the next.</p> <ul style="list-style-type: none"> Identify and fully Implement grade 4-8 Intensive Intervention RLA program Scholastic <i>READ 180 California Enterprise Edition</i> serving FBB, BB students including SWD and EL students as appropriate Provide teachers time to meet and analyze student data in ELA and math from the new EADMS data management system <p>Use data to identify and implement an instructional program continued:</p> <ul style="list-style-type: none"> Purchase additional components of the <i>READ 180</i> program including 45 licenses to serve more students and the 'System 44' component to serve the ELL students based on assessed student needs Increase the students in <i>READ 180</i> to include grades 4 through 6 in addition to grades 7 and 8 	<p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011</p> <p>2010-2011</p>	<p></p> <p></p> <p>\$31,905</p> <p></p>	<p></p> <p></p> <p></p> <p></p>	<p>Title 1 funds</p> <p>Title I funds</p> <p></p> <p></p>	<p>Assist. Supt. Of Instruction Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p>

Durfee Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Use data to identify and implement an instructional program continued:</p> <ul style="list-style-type: none"> Hire an additional reading <i>READ 180</i> intervention teacher to serve grades 4-6 Implement reading supplemental support for students in grades 1-3 identified through multiple assessments working at the strategic and intensive level with an additional Universal access time for Phonemic awareness, Phonics ,fluency and comprehension instruction <p>Provide staff ongoing, high quality, job-embedded professional development aligned with school's comprehensive instructional program to support teachers in the implementation of the core ELA and math programs</p> <ul style="list-style-type: none"> Continue RLA coach support to ensure effective and full implementation of the core K-5 Houghton Mifflin <i>A Legacy of Literacy 2003</i>, 6-8 Holt <i>Literature and Language Arts 2003</i> and Scholastic <i>READ 180</i> intensive intervention program for grades 4-8 	<p>2010-2011 On-going</p> <p>2010-2011 2011-2012 2012-2013</p>	\$75,000		<p>50% Title I 50% LEP</p>	<p>Turnaround Leader Principal Reading coach</p> <p>Turnaround Leader Principal Reading coach</p> <p>Turnaround Leader Principal</p>

Durfee Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
Professional development continued: <ul style="list-style-type: none"> • Provide materials based training for all teachers teaching the new RLA Intensive intervention program <i>Scholastic READ 180 program</i> • Provide SB 472 training for all teachers in the new math core adoption Grades K-5, MacMillan/McGraw-Hill, <i>California Mathematics</i>; Grades 6-7, Holt <i>California Mathematics Course 1 and 2</i>; Grade 8, Holt <i>California Mathematics Algebra</i>. with 80 hrs of practicum • Hire a math coach to ensure full implementation of the newly adopted math core and math intervention programs with follow up to training and coaching provided by consultants • Contract with a consultant to provide on-going on-site Direct Instruction PD with demo lessons, Co-plan -Co-teach 1 to 1 support for teachers in math grades 3-8 	2010-2011 2011-2012 2012-2013	\$76,775			Director of Curr. and Instruction Turnaround Leader Principal
	September 2010 2010-2011	\$76,775			Director of Curr Turnaround Leader Principal
	2010-2011 2011-2012 2012-2013	\$75,000			Turnaround Leader Principal
	2010-2011 2011-2012 2012-2013	\$50,440			Turnaround Leader Principal Action Learning Systems

Durfee Services & Activities	Timeline	Projected Costs School	Costs LEA	Other Resources	Oversight (LEA / School)
Professional development continued: <ul style="list-style-type: none"> • Provide all staff Rtl training and follow up consultation to ensure school has a system in place to be responsive to student instructional needs • Provide Data in short cycle assessments in data teams • Provide AVID teacher training Each year for three years as teachers start program 	2010-2011	\$50,474			Turnaround Leader Principal Rtl facilitator Fagan Associates
	2010-2011 2011-2012 2012-2013	\$28,800			Turnaround Leader Principal Fagan Associates
	2010-2011 2011-2012 2012-2013	\$8,769			
Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students <ul style="list-style-type: none"> • Build a system of assessments that will measure the effectiveness of the instructional program with common assessments built by the staff, benchmarks, site assessments to measure skills across grade levels • Fully utilize the new district EADMS data management system to track student achievement on formative, interim and summative assessments 	2010-2011 2011-2012 2012-2013				Turnaround Leader Principal Reading coach Math Coach Rtl facilitator
	2010-2011 2011-2012 2012-2013				Turnaround Leader Principal Reading coach Math Coach Rtl facilitator

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Durfee Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Promote the continuous use of student data continued:</p> <ul style="list-style-type: none"> • Continue to use data to track student achievement and make schoolwide instructional decisions regarding all resources including time, personnel, schedules, funding • Continue to schedule and hold PLC data team meetings two times per month to review data, plan instruction and develop intervention strategies and instruction in RLA and math • Continue principal/teacher Compelling Conversations four times per year to go over student data and set goals for student achievement • Monitor that instruction, class work and homework are aligned with grade level standards 	<p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2009-2010 On-going</p> <p>2009-2010 On-going</p> <p>2010-2011</p>				<p>Turnaround Leader Principal Rtl facilitator Teacher Leaders</p> <p>Turnaround Leader Principal Rtl facilitator Teacher Leaders</p> <p>Turnaround Leader Principal Rtl facilitator</p> <p>Turnaround Leader Principal Rtl facilitator</p>

Durfee Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
Fully Implement a Response to Intervention(Rtl) System of Support schoolwide <ul style="list-style-type: none"> • Train principal, leadership and staff in core principles of Rtl 	2009-2010 2010-2011	\$50,474			Turnaround Leader Principal Rtl facilitator
<ul style="list-style-type: none"> • Use diagnostic entry and exit criteria and assessments, formative assessments, district benchmarks, CELDT data for EL students to place students • Build a system of response for students not responding to core instruction in ELA and math with an Rtl team, student referral process and a system of strategic and intensive interventions to meet all student's needs. • Hire Rtl facilitator to coordinate a site Rtl team to match student needs to school resources and support teachers in the monitoring, collecting and analyzing of data in RLA and math • Organize data to be used for compelling conversations and grade level meetings • Monitor the progress of SWD students to ensure correct placement in RLA and math classes in the least restrictive setting • Conduct AVID enrichment field trips to college x 2 per year 	2009-2010 2010-2011 2011-2012 2012-2013 2010-2011 2011-2012 2012-2013 2009-2010 2010-2011 2011-2012 2012-2013 2010-2011 2011-2012 2012-2013	\$75,000 \$ 2,500		Title I District general funds	Turnaround Leader Principal Rtl facilitator Teacher Leaders Turnaround Leader Principal Turnaround Leader Principal Rtl facilitator Teacher Leaders Reading coach Math coach

Durfee Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Provide appropriate social-emotional support for students and increase student connection to school</p> <ul style="list-style-type: none"> Develop with teachers a new Positive Behavior Support System school wide recognizing students appropriate behavior and increased academic achievement implemented consistently campus wide Use the RtI system to build a behavior plan and school culture of high expectations for students social and academic growth and achievement Continue SB 65 Outreach counselor ASPIRE afterschool program ADAPT Coalition with the Dept of Mental Health LA County Fire Rescue program w/ student mentoring Kiwanis, American Legion, Rotary and City Council partnerships Tech Trek AAUW Summer Academy for girls and technology 	<p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011</p> <p>2009-2010 On-going</p>				<p>Principal Dean of Students RtI Facilitator</p> <p>Principal Dean of Students RtI Facilitator Reading coach Math coach</p> <p>Principal Dean of Students Staff RtI Facilitator</p>

Durfee Services & Activities	Timeline	Projected Costs School LEA	Other Resources	Oversight (LEA / School)
<p>Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement , and is modified if deemed ineffective. Ensure the school receives intensive technical assistance from LEA or a designated provider</p> <ul style="list-style-type: none"> • Conduct on-going weekly classroom walk-throughs to monitor implementation of a standards-based program • Analyze student data with principal and provide coaching on instructional program implementation • Conduct campus visits including observations of the instructional program to monitor the instruction and focus on grade level standards • Conduct site visitations to evaluate the implementation of the SIG grant as written to ensure a full program implementation with reports of progress to superintendent and cabinet 	<p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	<p>\$100,000</p>		<p>Principal Turnaround Leader</p> <p>Turnaround Leader Principal</p> <p>Superintendent Assist. Supt. Of Instruction</p> <p>Fagan Associates Superintendent Assist. Supt. Of Instruction</p>

SIG Form 11–Implementation Chart for a Tier III School

School: <u>Gidley School</u> <u>El Monte City School District</u> Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation <input checked="" type="checkbox"/> <u>Other</u> <u>Gidley</u> has chosen to implement a number of actions based on the selected Interventions from the Turnaround/Transformation Models including adopting a new governance structure which includes a district Turnaround Leader, using data to implement an instructional program that is research based, increasing instructional time, establishing a master schedule that includes both strategic and intensive intervention support in RLA and math, professional development inclusive of training and coaching in RLA and math, full implementation of an Rtl system and new social-emotional systems with a behavior system, academic recognition programs and social activities. All activities are aligned the current Academic Program Survey definition of effective instructional programs. Total FTE required: <u>.2 FTE</u> <u>LEA</u> <u>3.0 FTE</u> <u>School</u> <u>Other</u>					
Services & Activities	Timeline	Projected Costs		Other Resources	Oversight (LEA / School)
Teacher placement or reassignment completed or planned for next year based on student achievement needs. The school has made and will make the following changes: for 2010-2011 <ul style="list-style-type: none"> • New RLA coach • New math coach • Student Counselor • Teacher placement based on student performance data. • Assign all staff to instructional programs based on their strengths and the needs of the grade levels. 	2010-2011	\$ 75,000			Turnaround Leader Principal
	On-going	\$ 75,000			
		\$ 75,000			Turnaround Leader Principal

Gidley Services & Activities	Timeline	Projected Costs School LEA	Other Resources	Oversight (LEA / School)
<p>Establish schedules and implement strategies that provide increased learning time:</p> <ul style="list-style-type: none"> Revise Master Schedule to align core ELA time for K-3 in order to provide an aligned 25 minute additional supplemental support for strategic/intensive students Incorporate AVID program beginning with gr.8 for 2010,adding gr. 7 in 2011 and add gr. 6 in 2012. Provide math intervention for grades 4-7 using Harcourt <i>California Fast Forward</i> for students needing that support Add <i>READ 180</i> support with additional books and computers and add grades 4 and 5 students at FBB and BB Modify the instructional day for grade 6 to provide RLA and/ or Math intervention, decrease PE add 20 minutes to RLA or math based on student's need. This grouping will be flexible and adjusted every 6 weeks Revise schedule to offer more sections of grade 7 and 8 math support classes 	<p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	<p>\$21,000</p> <p>\$18,000 \$ 30,000</p>		<p>Turnaround Leader Principal Dean of Students School Leadership Team</p> <p>Principal Math coach Math teachers</p> <p>Principal Math coach Math teachers</p> <p>Principal Reading coach Math coach</p> <p>Principal Math coach Math teachers</p>

Gidley Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
<ul style="list-style-type: none"> Eliminate music elective to provide time for FBB students and SWD with double blocked math time. 7th grade students scoring at FBB or BB will be assigned to a math intervention program Restructure the Master Schedule for grades 6-8 by eliminating Home Room period, combine 7 and 8 lunch in order to create 20 minutes of flexible time for additional RLA or math support of ELL's FBB and SWD students with content teachers <p>Adopt a new governance structure by hiring a district level Turnaround Leader (20% FTE) to monitor and support new principal and staff:</p> <ul style="list-style-type: none"> Conduct weekly campus visits with classroom walkthroughs Oversee the analysis and use of assessment data to make instructional decisions Hold weekly meetings with principal to provide support and principal coaching Monitor the implementation of the core ELA and math 	<p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	\$25,000			<p>Turnaround Leader Principal Dean of Students</p> <p>Turnaround Leader Principal Dean of Students</p> <p>Turnaround Leader Principal Dean of Students Content teachers</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p>

Gidley Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Adopt a new governance structure continued:</p> <ul style="list-style-type: none"> • Monitor the implementation of the RLA and math strategic support and intensive intervention programs • Monitor the correct placement of all students needing additional support including FBB,BB, SWD and ELL's • Monitor professional development activities to ensure an increase in instructional staff effectiveness • Monitor the implementation of the school Alt. Governance Plan and SIG grant 	<p>2010-2011 2011-2012 2012-2013</p>				<p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p>
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade level to the next. Use data to identify and implement an instructional program continued:</p> <ul style="list-style-type: none"> • Purchase additional components of the <i>READ 180</i> program including 45 licenses to serve more students and the 'System 44' component to serve the ELL students based on assessed student needs 	<p>2010-2011 2011-2012 2012-2013</p>	<p>\$109,895</p>			<p>Turnaround Leader Principal</p>

Gidley Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
<p>Use data to identify and implement an instructional program continued:</p> <ul style="list-style-type: none"> Identify and fully Implement grade 4-8 Intensive Intervention RLA program Scholastic <i>READ 180 California Enterprise Edition</i> serving FBB, BB students including SWD and EL students as appropriate Provide teachers time to meet and analyze student data in ELA and math from the new EADMS data management system Increase the students in <i>READ 180</i> to include grades 4 through 6 in addition to grades 7 and 8 Implement reading supplemental support for students in grades 1-3 identified through multiple assessments working at the strategic and intensive level with an additional Universal access time for Phonemic awareness, Phonics ,fluency and comprehension instruction 	<p>2010-2011 On-going</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	<p>\$109,895</p> <p>\$4,000</p>		<p>Title I</p>	<p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal Teacher Leaders</p> <p>Turnaround Leader Principal Reading coach</p> <p>Turnaround Leader Principal Reading coach</p>

Gidley Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
<p>Provide staff ongoing, high quality, job-embedded professional development aligned with school's comprehensive instructional program to support teachers in the implementation of the core ELA and math programs</p> <ul style="list-style-type: none"> • Hire a RLA coach support to ensure effective and full implementation of the core K-5 Houghton Mifflin <i>A Legacy of Literacy 2003</i>, 6-8 Holt <i>Literature and Language Arts 2003</i> and Scholastic <i>READ 180</i> intensive intervention program for grades 4-8 • Provide materials based training for all teachers teaching the new RLA Intensive intervention program <i>Scholastic READ 180 program</i> • Provide SB 472 training for all teachers in the new math core adoption Grades K-5, MacMillan/McGraw-Hill, <i>California Mathematics</i>; Grades 6-7, Holt <i>California Mathematics Course 1 and 2</i>; Grade 8, Holt <i>California Mathematics Algebra</i>. with 80 hrs of practicum 		\$ 75,000			<p>Turnaround Leader Principal</p> <p>Director of Curr Turnaround Leader Principal</p>

Gidley Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<ul style="list-style-type: none"> • Hire a math coach to ensure full implementation of the math core and math intervention programs with follow up to trainings • Contract with a consultant to provide on-going Direct Instruction w/demo lessons, Co-plan -Co-teach 1 to 1 support for teachers in math grades 3-8 • Provide staff Rtl training and follow up consultation throughout the year to ensure school has a system in place to be responsive to student instructional needs with student referral process, Rtl team structure that support a flexible intervention system and a Rtl facilitator to coordinate and monitor all student placement • Provide professional development for all teachers in Data Team Training for short cycle assessments with training three times per year 	2010-2011 2011-2012 2012-2013	\$75,000			Turnaround Leader Principal
	September 2010 2010-2011	\$76,810			Action Learning Systems Action Learning Systems
	2010-2011	\$26,900			Turnaround Leader Principal Rtl facilitator Fagan Associates
	2010-2011 2011-2012 2012-2013	\$25,350			Turnaround Leader Principal Fagan Associates

Gidley Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students</p> <ul style="list-style-type: none"> Build a system of assessments that will measure the effectiveness of the instructional program with common assessments built by the staff, benchmarks, site assessments to measure skills across grade levels Fully utilize the new district EADMS data management system to track student achievement on formative, interim and summative assessments Continue to use data to track student achievement and make schoolwide instructional decisions regarding all resources Continue to schedule and hold PLC data team meetings two times per month to review data, plan instruction and develop intervention strategies and instruction in RLA/math 	<p>2010-2011 On-going</p> <p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2009-2010 On-going</p> <p>2009-2010 On-going</p>				<p>Turnaround Leader Principal Reading coach Math Coach</p> <p>Turnaround Leader Principal Reading coach Math Coach</p> <p>Turnaround Leader Principal Teacher Leaders</p> <p>Turnaround Leader Principal Teacher Leaders</p>

Gidley Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
Promote the continuous use of student data to inform continued: <ul style="list-style-type: none"> Continue principal/teacher Compelling Conversations four times per year to go over student data and set goals for student achievement Monitor that instruction, class work and homework are aligned with grade level standards 	2009-2010 2010-2011 2011-2012 2012-2013 2010-2011 2011-2012 2012-2013				Turnaround Leader Principal Turnaround Leader Principal
Fully Implement a Response to Intervention(Rtl) System of Support schoolwide <ul style="list-style-type: none"> Train principal, leadership and staff in core principles of Rtl use diagnostic entry and exit criteria and assessments, formative assessments, district benchmarks, CELDT data for EL students to place students Build a system of response for students not responding to core instruction in ELA and math with an Rtl team, student referral process. Build an inclusion program with special Ed. and general Ed. teachers 	2009-2010 2010-2011 2010-2011 2011-2012 2012-20-13 2010-2011 2011-2012 2012-2013 2010-2011 2011-2012 2012-2013	\$26,900			Fagan Associates Turnaround Leader Principal Teacher Leaders Turnaround Leader Principal Teacher Leaders Turnaround Leader Principal Teacher Leaders

Gidley Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
<p>Fully Implement a Response to Intervention(RtI) System continued:</p> <ul style="list-style-type: none"> • Match student needs to school resources and support teachers in the monitoring, collecting and analyzing of data in RLA and math • Organize data to be used for compelling conversations and grade level meetings • Monitor the progress of EL and SWD students to ensure correct placement in RLA and math classes in the least restrictive setting • Hire a Student Counselor to provide academic and social support to students in groups and individually based on need <p>Provide appropriate social-emotional support for students and increase student connection to school</p> <ul style="list-style-type: none"> • Reorganize and retrain student and teacher Facilitators in Safe Ambassador program • Continue SB 65 Outreach counselor • ASPIRE afterschool program • LEAR partnership • Continue partnership with Teen Court with CWA Dept. <p><small>Revised June 28, 2010</small></p>	<p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 On-going</p>	\$75,000			<p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Principal Dean of Students</p> <p>Turnaround Leader Principal Dean of Students</p> <p>Principal Dean of Students Staff</p>

Gidley Services & Activities	Timeline	Projected Costs School LEA	Other Resources	Oversight (LEA / School)
<p>Conduct periodic reviews to ensure that curriculum is being implemented with fidelity, is having the intended impact on student achievement , is modified if deemed ineffective. Ensure the school receives intensive technical assistance from LEA or a designated provider</p> <ul style="list-style-type: none"> • Conduct on-going weekly classroom walk-throughs to monitor implementation of instructional program to ensure a standards-based program • Analyze student data with principal and provide coaching on instructional program implementation • Conduct campus visits including observations of the instructional program to monitor instruction of grade level standards • Conduct site visitations to evaluate the implementation of the SIG grant as written to ensure a full program implementation with reports of progress to superintendent and cabinet <p><small>Revised June 28, 2010</small></p>	<p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2009-2010 On-going</p> <p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	<p>\$100,000</p>		<p>Principal Turnaround Leader</p> <p>Turnaround Leader Principal</p> <p>Superintendent Assist. Supt. Of Instruction</p> <p>Fagan Associates Superintendent Assist. Supt. Of Instruction</p>

SIG Form 11–Implementation Chart for a Tier III School

School: Potrero School El Monte City School District Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation <input checked="" type="checkbox"/> <u>Other</u> Potrero has chosen to implement a number of actions based on the selected Interventions from the Turnaround/Transformation Models including replacing the principal, adopting a new governance structure which includes a district Turnaround Leader, using data to implement an instructional program that is research based, increasing instructional time, establishing a master schedule that includes both strategic and intensive intervention support in RLA and math, professional development inclusive of training and coaching in RLA and math, full implementation of an RtI system and new social-emotional systems with a behavior system, academic recognition programs and social activities. All activities are aligned the current Academic Program Survey definition of effective instructional programs. Total FTE required: <u>.2 FTE</u> LEA <u>2.0</u> School <u> </u> Other					
Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
Replace the principal and grant the new principal sufficient operational flexibility to implement fully and effectively a comprehensive approach in order to substantially improve student achievement outcomes.	September 2009			District general funds	LEA Turnaround Leader, Superintendent, Assist. Supt. Instruction
Teacher placement or reassignment completed or planned for next year based on student achievement needs. In addition to a new principal and new Dean of Students the school has made and will make the following changes:	September 2009-2010 September 2010-2011				Principal Assist. Supt. Human Resources

Potrero Services & Activities	Timeline	Projected Costs School	Projected Costs LEA	Other Resources	Oversight (LEA / School)
<p>Establish schedules and implement strategies that provide increased learning time:</p> <ul style="list-style-type: none"> Revise Master Schedule to capture additional instructional time by reducing homeroom time, eliminating morning home room and reduce PM home room time Reduce passing period time Double block for extra support in Algebra priority for placement will be EL students as this subgroup has performed below the school average each year. Continue double block 7th grade math classes begun during 2009-10 and add a second double block in order to support 7th graders scoring FFB and BB on 2010 CST Continue to offer an intervention period for 7th graders scoring FBB and BB Target and increase strategic RLA time grades 1-4 with additional universal access time during the day to supplement core instruction 	<p>2009-2010 2010-2011 On-going</p> <p>2010-2011 On-going 2010-2011 On-going</p> <p>2010-2011 On-going</p> <p>2010-2011 On-going</p> <p>2010-2011 On-going</p>				<p>Turnaround Leader Principal Dean of Students School Leadership Team</p> <p>Principal Math coach Math intervention teacher</p> <p>Principal Math coach Math intervention teacher</p> <p>Principal Math coach Math intervention teacher</p> <p>Principal Reading coach Grade 1-4 teachers</p>

Potrero Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
<p>Adopt a new governance structure by hiring a district level Turnaround Leader (20% FTE) to monitor and support new principal and staff:</p> <ul style="list-style-type: none"> Conduct weekly campus visits with classroom walkthroughs Oversee the analysis and use of assessment data to make instructional decisions Hold weekly meetings with principal to provide support and principal coaching Monitor the implementation of the core ELA and math programs to ensure fidelity to program design Monitor the implementation of the RLA and math strategic support and intensive intervention programs Monitor the correct placement of all students needing additional support including FBB,BB, SWD and ELL's Monitor professional development activities to ensure an increase in instructional staff effectiveness Monitor the implementation of the school Alt. Governance Plan and SIG grant 	<p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	\$ 25,000			<p>Superintendent Assist. Supt. Of Instruction Turnaround Leader Principal</p> <p>Turnaround Leader</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p>

Potrero Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade level to the next.</p> <ul style="list-style-type: none"> Identify and fully Implement grade 5-8 Intensive Intervention RLA program Scholastic <i>READ 180 California Enterprise Edition</i> serving FBB, BB students including SWD and EL students as appropriate Provide teachers time to meet and analyze student data in ELA and math from the new EADMS data management system Purchase additional components and computers for the <i>READ 180</i> program including 125 level B licenses to serve more students and the 'System 44' component to serve the ELL students and 30 level A licenses based on assessed student needs Increase the students in <i>READ 180</i> to include grades 5 and 6 in addition to grades 7 and 8 Institute AVID for gr. 7 and 8 	2010-2011 2011-2012 2012-2013				Turnaround Leader Principal Reading coach Rtl facilitator
	2010-2011 2011-2012 2012-2013				Turnaround Leader Principal Reading coach Rtl facilitator
	2010-2011	\$137,495			Turnaround Leader Principal Reading coach Rtl facilitator
	2010-2011				Turnaround Leader Principal Reading coach Rtl facilitator
	2011-2012 2012-2013	\$ 21,000			

Potrero Services & Activities	Timeline	Projected Costs		Other Resources	Oversight (LEA / School)
		School	LEA		
<p>Use data to identify and implement an instructional program continued:</p> <ul style="list-style-type: none"> Implement an early reading Intervention program for students in grades 1-4 identified through multiple assessments as needing additional instructional support and provide them with an additional Universal access time using the ancillary materials from the HM core and providing additional instructional time Provide ELL's with Increased reading comprehension materials (library sets with electronic readers) <p>Provide staff ongoing, high quality, job-embedded professional development aligned with school's comprehensive instructional program</p> <ul style="list-style-type: none"> Continue RLA coach support to ensure effective and full implementation of the core K-5 Houghton Mifflin <i>A Legacy of Literacy</i> 2003, 6-8 Holt <i>Literature and Language Arts</i> 2003 and Scholastic <i>READ 180</i> intensive intervention program for grades 5-8 	<p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	<p>\$ 53,100</p>	<p>\$75,000</p>	<p>Title I</p>	<p>Turnaround Leader Principal Reading coach RtI Facilitator</p> <p>Turnaround Leader Principal Reading coach</p>

Potrero Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
Professional development continued: <ul style="list-style-type: none"> • Provide materials based training for all teachers teaching the new RLA Intensive intervention program <i>Scholastic READ 180 program</i> • Provide SB 472 training for all teachers in the new math core adoption Grades K-5, MacMillan/McGraw-Hill, <i>California Mathematics</i>; Grades 6-7, Holt <i>California Mathematics Course 1 and 2</i>; Grade 8, Holt <i>California Mathematics Algebra</i>. with 80 hrs of practicum • Hire a math coach to ensure full implementation of the newly adopted math core and math intervention programs with follow up to training and coaching provided by consultants • Contract with a consultant to provide training in Direct Instruction in math with demo lessons, Co-plan -Co-teach and 1 to 1 support for teachers in math grades 3-8 • Provide Data Works Training and calibration work 	2010-2011 2011-2012 2012-2013	\$12,000			Turnaround Leader Principal
	September 2010 2010-2011	\$16,600			Director of Curr. Turnaround Leader Principal
	2010-2011 2011-2012 2012-2013	\$75,000			Turnaround Leader Principal
	2010-2011	\$52,000			Turnaround Leader Principal Action Learning Systems
	2010-2011	\$59,000			

Potrero Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
Professional development continued: <ul style="list-style-type: none"> • Provide all staff Rtl training and follow up consultation to ensure school has a system in place to be responsive to student instructional needs • Provide professional development for teachers in the use of short cycle assessments and Data Teams 	2010-2011	\$20,000			Turnaround Leader Principal Fagan Associates
	2010-2011 2011-2012 2012-2013	\$15,000			Turnaround Leader Principal Fagan Associates
Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students <ul style="list-style-type: none"> • Complete the work begun to build a system of assessments that will measure the effectiveness of the instructional program with common assessments built by the staff, benchmarks, site assessments to measure skills across grade levels • Fully utilize the new district EADMS data management system to track student achievement on formative, interim and summative assessments 	2009-2010 2010-2011 2011-2012 2012-2013				Turnaround Leader Principal Reading coach Math coach Rtl Facilitator
	2010-2011 2011-2012 2012-2013				Turnaround Leader Principal Reading coach Math coach Rtl Facilitator

Potrero Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
<ul style="list-style-type: none"> Continue to use data to track student achievement and make schoolwide instructional decisions regarding all resources including time, personnel, schedules, funding Continue to schedule and hold PLC data team meetings two times per month to review data, plan instruction and develop intervention strategies and instruction in RLA and math Continue principal/teacher Compelling Conversations four times per year to go over student data and set goals for student achievement Determine if instruction, class work and homework is aligned with grade level standards based on a Data Works Curriculum Calibration analysis 	2009-2010 2010-2011 2011-2012 2012-2013				Turnaround Leader Principal Rtl facilitator Teacher Leaders
	2009-2010 On-going				Turnaround Leader Principal Rtl facilitator Teacher Leaders
	2009-2010 On-going				Turnaround Leader Principal Rtl facilitator Turnaround Leader Principal
	2010-2011	\$59,000			Rtl facilitator Data Works
<p>Fully Implement a Response to Intervention(Rtl) System of Support schoolwide</p> <ul style="list-style-type: none"> Train principal, leadership and staff in core principles of Rtl 	2010-2011	\$20,000			Turnaround Leader Principal Rtl facilitator Fagan Associates

Potrero Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
<p>Response to Intervention continued :</p> <ul style="list-style-type: none"> • Use diagnostic entry and exit criteria and assessments, formative assessments, district benchmarks, CELDT data for EL students to place students • Build a system of response for students not responding to core instruction in ELA and math with an Rtl team, student referral process and a system of strategic and intensive interventions to meet all student's needs. • Hire Rtl facilitator to coordinate a site Rtl team to match student needs to school resources, monitor student progress and support teachers in the monitoring, collecting and analyzing of data in RLA and math • Institute AVID for grades 6,7,8 • Organize data to be used for compelling conversations and grade level meetings • Monitor the progress of SWD students to ensure correct placement in RLA and math classes in the least restrictive setting 	<p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>			Title I District general funds	<p>Turnaround Leader Principal Rtl facilitator Teacher Leaders</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal</p> <p>Turnaround Leader Principal Rtl facilitator Teacher Leaders</p>
		\$75,000			
		\$21,000			

Potrero Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
<p>Provide appropriate social-emotional support for students and increase student connection to school</p> <ul style="list-style-type: none"> • Institute a new Positive Behavior Support System school wide recognizing students appropriate behavior and increased academic achievement implemented consistently campus wide • Use the RtI system to build a behavior system and a school culture of high expectations for students social and academic growth and achievement • Continue SB 65 Outreach counselor • Potrero clinic for physicals and immunizations • ASPIRE afterschool program • Almansor Counseling agency • Foothill Families Counseling and Family Support • LA County Rescue program with student mentoring • El Monte Police Dept. Torch support for at risk students • Tech Trek AAUW Summer Academy for girls and technology 	<p>2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p> <p>2009-2010 On-going</p>				<p>Turnaround Leader Principal Dean of Students</p> <p>Turnaround Leader Principal Dean of Students RtI Facilitator</p> <p>Principal Dean of Students Staff RtI Facilitator</p>

Potrero Services & Activities	Timeline	Projected Costs School LEA		Other Resources	Oversight (LEA / School)
<p>Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement , and is modified if deemed ineffective. Ensure the school receives intensive technical assistance from LEA or a designated provider</p> <ul style="list-style-type: none"> • Conduct on-going weekly classroom walk-throughs to monitor implementation of the program to ensure a standards-based instruction • Analyze student data with principal and provide coaching on instructional program implementation • Conduct campus visits including observations of the instructional program to monitor the instruction and focus on grade level standards • Conduct site visitations to evaluate the implementation of the SIG grant as written to ensure a full program implementation with reports of progress to superintendent and cabinet 	<p>2010-2011 2011-2012 2012-2013</p> <p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2009-2010 2010-2011 2011-2012 2012-2013</p> <p>2010-2011 2011-2012 2012-2013</p>	\$100,000			<p>Principal Turnaround Leader</p> <p>Turnaround Leader Principal</p> <p>Superintendent Assist. Supt. Of Instruction</p> <p>Fagan Associates</p>

**El Monte City School District
Memorandum of Understanding and
Commitments for School Improvement Grant
Columbia, Cortada, Durfee, Gidley, Potrero Schools**

MOU

The El Monte City School District board of trustees and superintendent commit all necessary resources to support the above five schools in their implementation of planned SIG activities and designated uses of SIG funding. In addition, the district pledges to the five sites these resources of time, people and money in continuing to support the sites' program improvement efforts.

- **Implement SBE Corrective Action 6, *“Institute and fully implement a new curriculum that is based on state academic content and achievement standards, including providing appropriate professional development based on scientifically-based research for all relevant staff that offers substantial promise of improving educational achievement for high priority pupils.”***
 - Purchase and maintain current ERLA and Math SBE adopted programs for all students (\$1M for adoptions and annual replacement)
 - Monitor teachers for full implementation of these adoptions especially for high priority students, ELs, and SWDs with class observations by principals and coaches (\$550,000 for site coaches and TOSAs, content experts)
- **Provide all students full access to the core curriculum in reading/English language arts and mathematics including strategic intervention for all students within two years of grade level and intensive intervention for all students two or more years below grade level.**
 - Hold sites accountable for using assessments to appropriately place, monitor, and exit English Learners, Students with Disabilities, and all underperforming students in interventions by providing specific additional instructional time according to EPC 2 and fully using district wide adopted intervention programs (\$75,000 for assessments and data collection system, EADMS)
 - Monitor English Learners receiving structured ELD instruction for 45 minutes at K-5 and through an additional class period as appropriate to their needs at grades 6-8 (\$85,000 ELD TOSA)
 - Monitor master schedules for grades 7-8 to include additional instructional periods to meet the needs of all students scoring more than two years below grade level (\$350,000 additional intervention teachers)
 - Monitor use of the inclusion model (SAIL) for the delivery of special education (\$1,275,000 for special education teachers and coordinator)

- **Provide all district staff professional development for the new mathematics and current RLA adoptions with follow-up through site coaching (teachers and principals) and monitoring to support full implementation with emphasis on building PLCs consistently and fully functioning at all sites.**
 - Hire and retain 100% HQT (\$20,500,00 for staff at five schools)
 - Provide professional development in reading and math adoptions as described in APS for untrained or new teachers (\$250,000 for SB472 math adoptions)
 - Provide as funding permits TOSA content experts and site reading and math coaches to directly support classroom instruction (\$550,000 for site coaches and TOSAs, content experts)
 - Monitor and support teacher implementation of adopted programs with principal class walkthroughs every two weeks at a minimum (\$200,000 for principal training in effective class observation)
- **Increase the degree and quality in the use of data and the district data system through an intensive professional development program to include increasing teachers' and administrators' abilities to navigate the system, generate reports, disaggregate data, and produce and score standards-aligned assessments.**
 - Provide the data collection system (EADMS) and continue to increase user capability and capacity through ongoing training and support (\$75,000 for assessments and data collection system, EADMS; \$100,000 data training)
 - Mandate use of district benchmark and common formative assessments to ensure full alignment to grade level ELA and mathematics standards and pacing guides (\$20,000 for alignment of assessments)
 - Provide structured, systematic professional development in the collaborative group process (Professional Learning Communities, PLC) to analyze assessment data leading to instructional responses designed to increase student achievement (\$100,000 for PLC training)
- **Hold all district office and site staff accountable for increased student achievement in reading/English language arts and mathematics.**
 - Monitor teachers for full implementation of these adoptions especially for high priority students, ELs, and SWDs through district walkthroughs by the superintendent and assistant superintendent with principals three times a year
 - Plan and implement increased district office support of sites as dictated by these district walkthroughs
 - Monitor specific student achievement goals through Compelling Conversations with principals and the annual evaluation process completed by the superintendent
 - Monitor student achievement through principal led Compelling Conversations with teachers and grade levels to review individual student and class assessment data and plan appropriate instruction

- **Provide these additional resources:**
 - \$1,303,000 for maintenance and utilities for five schools
 - \$2,042,000 for district support for five schools
 - \$110,000 for site discretionary funds for five schools

Karen Fagan Associates, Inc.
Memorandum of Understanding
for
El Monte City School District
School Improvement Grant (SIG)

MOU

Columbia Elementary School K-8

Current Status Program Improvement Year 5

Contract activities each year for three years 2010-11, 2011-12, 2012-13

- Provide on-going monitoring of the implementation of the School Improvement Grant and provide direction and technical assistance each year for three years.
- Revise Alternative Governance Plan fall of 2010 (if needed school froze 2009-10) provide direction and technical assistance.
- Conduct full team site SIG grant implementation visitation each year for three years with feedback and technical support on core and intervention program implementation and student progress in acquiring mastery of grade level standards in ELA and math focusing in particular on English Learners and Students with Disabilities. Feedback provided using the SIG grant activities as written, Academic Program Survey criteria, student achievement data and classroom observation results.
- Train all staff in Response to Intervention in fall 2010 and provide on-going technical assistance in the full implementation of an Rtl system.
- Cost: \$100,000

Gidley Elementary School K-8

Current Status Program Improvement Year 5

Contract activities each year for three years 2010-11, 2011-12, 2012-13

- Provide on-going monitoring of the implementation of the School Improvement Grant each year for three years and provide direction and technical assistance
- Revise Alternative Governance Plan fall of 2010 to reflect current student needs and align with SIG grant
- Conduct full team site SIG grant implementation visitation each year for three years with feedback and technical support on core and intervention program implementation and student progress in acquiring mastery of grade level standards in ELA and math focusing in particular on English Learners and Students with Disabilities. Feedback provided using the SIG grant activities as written, Academic Program Survey criteria, student achievement data and classroom observation results.
- Train all staff in Response to Intervention in fall 2010 and provide on-going technical assistance in the full implementation of an Rtl system
- Provide data team training summer 2010.
- Cost: \$100,000

Potrero Elementary School K-8

Current Status Program Improvement Year 5

Contract activities each year for three years 2010-11, 2011-12, 2012-13

- Update the APS with site principal and leadership team and revise the Alternative Governance Plan with leadership team fall of 2010-11 to reflect current student needs, current APS ratings and align with SIG grant activities.
- Provide on-going monitoring of the implementation of the School Improvement Grant each year for three years and provide direction and technical assistance
- Conduct full team site SIG grant implementation visitation each year for three years with feedback and technical support on core and intervention program implementation and student progress in acquiring mastery of grade level standards in ELA and math focusing in particular on English Learners and Students with Disabilities. Feedback provided using the SIG grant activities as written, Academic Program Survey criteria, student achievement data and classroom observation results.
- Train all staff in Response to Intervention in fall 2010 and provide on-going technical assistance in the full implementation of an Rtl system.
- Cost: \$100,000

Durfee Elementary School K-8

Current Status: Program Improvement Year 4

Contract activities each year for three years 2010-11, 2011-12, 2012-13

- Provide on-going monitoring of the implementation of the School Improvement Grant each year for three years and provide direction and technical assistance
- Conduct full team site SIG grant implementation visitation each year for three years with feedback and technical support on core and intervention program implementation and student progress in acquiring mastery of grade level standards in ELA and math focusing in particular on English Learners and Students with Disabilities. Feedback provided using the SIG grant activities as written, Academic Program Survey criteria, student achievement data and classroom observation results.
- Train all staff in Response to Intervention in fall 2010 and provide on-going technical assistance in the full implementation of an Rtl system
- Leadership team met and began a draft of the school's PI Year 4 Alternative Governance plan and draft of plan sent to Durfee Principal by Fagan Associates
- Follow-up on Recommendations Report with Durfee leadership to assess the implementation efforts of the Recommendations made by KFA Team.
- Follow up and monitor Alternative Governance plan implementation, if school becomes PI Year 5.
- Cost: \$100,000

Cortada Elementary School K-6**Current Status: Program Improvement Year 3 based on 2009 AYP Data****Contract activities each year for three years 2010-11, 2011-12, 2012-13**

- Provide on-going monitoring of the implementation of the School Improvement Grant each year for three years and provide direction and technical assistance
- Conduct full team site SIG grant implementation visitation each year for three years with feedback and technical support on core and intervention program implementation and student progress in acquiring mastery of grade level standards in ELA and math focusing in particular on English Learners and Students with Disabilities. Feedback provided using the SIG grant activities as written, Academic Program Survey criteria, student achievement data and classroom observation results.
- Train all staff in Response to Intervention in fall 2010 and provide on-going technical assistance in the full implementation of an RtI system
- Develop Key Questions for leadership team based on the *Inventory of Services and Support for Students with Disabilities* (ISS) document to assist Principal and leadership team in assessing the needs of Special Education students
- Principal and staff follow -up on Reading Language Arts Houghton Mifflin content expert to work with staff on full implementation of core RLA program.
- Provide technical assistance with an Alternative Governance plan development and implementation, if school becomes PI Year 4.
- Cost: \$100,000